



OBSERVER

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APS or APS

Would the mission, members, and meaning of the American Psychological Society be better served if we changed the name to the Association for Psychological Science?

Don't worry. No one's changing the letterhead just yet. But the APS Board of Directors has been asked to consider whether a new name would clarify who we are and what we do.

It's a timely issue. In its brief 10 year history, APS has achieved a remarkable degree of name recognition within the field and in the public more generally. Building on that, the Board is launching a number of new initiatives designed to increase the visibility and public understanding of psychological science. These include a new publication of "juried analyses" of the scientific evidence on various topics of public interest, and a dissemination task force whose mission is to get the word out on research findings in psychological science.

The question is, would we by any other name smell as sweet? Does our name accurately capture the breadth of our members' interests? Does the public understand that we represent the science of psychology? Would a new name jeopardize the recognition that the organization has achieved on behalf of the field?

Turns out there is a wide range of opinion on the notion of changing our name, even among the small number of folks polled by the *Observer*. So far, these can be categorized as follows: Yes, No, Maybe, and Doesn't Matter.

We talked to a number of APS members—including Board members and those

SEE NAME ON PAGE 8

New Review? It's True!

Big fin-de-siecle changes for behavioral science at NIH

Behavioral science research is experiencing something of a pre-millennium milestone this month: The National Institutes of Health (NIH) is launching a wholly revamped system for reviewing grant proposals from psychologists and other behavioral and social science researchers. Only time will tell what it means for the future of psychological science, but in the near term it is breathing new life into behavioral science at the \$15 billion agency.

The restructuring of behavioral science review was prompted largely by the transfer to NIH of the review systems of three of the leading supporters of psychology research grants. Those institutes — the National Institute of Mental Health (NIMH), the National Institute on Drug Abuse (NIDA), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA)—became part of NIH a few years ago, but have maintained separate review systems until now.

The arrival of these three institutes means, among other things, an enormous influx of behavioral science grant applications. But rather than simply shifting their review structures to NIH *in toto*, the existing NIH review committees, known as study sections, have been reconfigured not only to accommodate the increased number of proposals but also to modernize the structure and reduce barriers between disciplines

SEE PEER REVIEW ON PAGE 10

Training the Next Generation

Improving psychology training and education with an eye towards the future

Changes in demographics, research and development funding, the job market, and technology—as well as the momentum developing over the approaching millennium—have prompted many graduate and undergraduate psychology departments across the country to reexamine their curriculum and ask themselves two important questions: what do these changes mean for psychology; and how can we best prepare the next generation of psychological scientists for what lies ahead?

"There is a whole changing nature of what people need to know. We have to make sure we are giving our students the thinking skills they need," said APS Charter Fellow Diane F. Halpern, of California State University-San Bernardino, who added that the training of psychological scientists impacts education across all disciplines.

"The nature of chemistry or history, for example, isn't going to change. At its core, psychology has very much been a discipline concerned with thinking and learning. Cognition, human development, program evaluation, workplace issues—these are all core issues in psychology. The whole economic health of the United States depends on our ability to educate people this way," said Halpern, who, along with APS Charter Fellow Sheldon Zedeck, chairs

SEE TRAINING ON PAGE 16

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APS is dedicated to the promotion, protection, and
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oriented psychology in research, application, and
the improvement of human welfare.

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The Observer is now a monthly publication!

APS Board Goes to Seattle

Elizabeth Loftus

President, American Psychological Society

Once a year, the APS Board of Directors “retreats” to some distant place to conduct necessary business and discuss “big ideas” related to the future of our organization. Last December, we met in Seattle. The President gets to choose the place, and I thought Seattle might be a new meeting experience for some Board Members—with its beautiful mountains, vibrant inner city, eccentric restaurants, and high-tech presence. And, selfishly, it meant one fewer plane trip for me.

We met for three days throughout which it rained constantly giving those Board members new to the area little chance to see those mountains, take in the city, or glimpse Bill Gates’ \$50 million waterfront estate. We mostly stayed inside the Whidbey Room of our hotel working on organizational matters.

We discussed many topics. The upcoming annual conference in Denver already has some truly exciting speakers lined up, and more surprises are in store that you’ll learn about soon. The organization of a new APS funding mechanism is well underway, enabling fans of psychological science to contribute money for worthy APS special projects. And the many ideas proposed by the Task Force on the Dissemination of Psychological Science were presented, including one on what we as an organization might do to get a Nobel Prize for Psychology added to the roster of existing Nobel Prizes. After all, Economics got added relatively late in the game. Why not a prize for Psychology, beginning in the year 2000?

The Dissemination Task Force, chaired by Mahzarin Banaji, directed its efforts towards creating ways in which APS could shape the responsible and effective dissemination of the contributions of our field. This includes educating not only the general public, high school students, lay individuals, public officials, and the corporate world, but also academic faculty in other fields and college/university administrators, about the nature of our science and its place in the larger world of science. Lack of knowledge and even misinformation about what we do pervades many of these worlds, and it behooves us to try to remedy this problem. Some of this effort might take place on the web. You’ll be hearing a lot more about these efforts over the next few years.

Probably the largest chunk of time was spent on an idea

that first emerged a year ago when Past President Kay Deaux chaired the Board retreat meeting held in Miami. (Nobody complained about the rain that year.) It’s an idea for a new APS publication, tentatively called *Psychological Science in the Public Interest*. Its major aim is to provide comprehensive scientific reviews of important issues confronting society.

Think about the hot issues that might have relevant psychological science brought to bear. Does class size matter for students’ achievement? What about the efficacy of herbal remedies such as Ginkgo for enhancing memory and attention? Do those subliminal tapes for weight reduction, smoking cessation, and self-esteem enhancement really work? Do parents matter in terms of influencing children’s behavior? A tremendous effort has been made to develop this idea by a committee chaired by Steve Ceci and Bob Bjork. If you have ideas for important topics that might be taken up and individuals who might fairly and impartially review those topics, you could communicate them to

Steve or Bob. I’m particularly excited about *Psychological Science in the Public Interest* in part because of its enormous value as a vehicle for translating scientific psychology to the public.

A small pause in the swirl of ideas occurred for a brief celebration of the birthday of APS Director of Government Relations Sarah Brookhart. Yes this dedicated staff member spent her birthday away from her family, in rainy Seattle, to help the meeting go smoothly. Her little daughter worried about Mom spending her birthday away from home and tucked a doll inside the suitcase to keep her mother company on that big day. We tried to make it up to her with a song and some cake. But it probably didn’t begin to hold a candle to the hugs she would have gotten if our Board meeting had been held a week later. Is that dedication or what? ♦



[Psychological Science in the Public Interest would] provide comprehensive scientific reviews of important issues confronting society. . . . I’m particularly excited about Psychological Science in the Public Interest in part because of its enormous value as a vehicle for translating scientific psychology to the public.

Enhancing Infrastructure for the Behavioral and Social Sciences

New highways, subway stations, and bridges are not what the National Science Foundation (NSF) had in mind when it recently announced a Special Focus program to increase and improve the infrastructure of the behavioral and social sciences.

Instead, NSF's Division of Social, Behavioral and Economic Research (SBER) hopes to build on some of its previous investments in large-scale research resources that have ranged from experimental facilities, to centers for scholarly interactions, to a comprehensive survey that has followed the same families for a generation, to narrowly defined data collections subsequently shared among researchers.

"Over the years we have been aware of infrastructural needs in the behavioral and social sciences that were being unfulfilled," said SBER deputy division director and APS Member Hilleary Everist. "For the physical and natural sciences, things like telescopes and large marine ships are their infrastructural needs. For the behavioral and social sciences, some of our needs are different than pure basic equipment. We do give a lot of grants for basic research projects and individual projects, but it is the infrastructural needs that are the more difficult ones to identify and to fund. What we hope to see out of the competition is large, interdisciplinary, comprehensive infrastructure projects that will enhance the behavioral and social sciences."

Four to eight awards will be made at the level of \$500,000 to \$1 million per year, continuing up to ten years. Approximately \$3 million will be available in FY 1999. Proposed projects must focus on one of the following four areas or a combination of them:

- ◆ Collection data from surveys, experiments, or administrative records; case or historical records; or objects of investigation (e.g. archaeological items); that will support broad-based investigations into the most important scientific questions facing social and behavioral science in the next decade.
- ◆ Creation of web-based data archiving systems that enable worldwide access to linked databases, and that incorporate innovative capabilities for metadata, file searching, and data confidentiality protection.
- ◆ Creation of web-based laboratories to enable real-time controlled experimentation, to share the use of expensive experimental equipment, and/or to share widely the process and results of research in progress.
- ◆ Establishment of center programs to facilitate intensive cross-fertilization of research ideas and projects among selected researchers of diverse backgrounds, disciplines, and interests. Such



Everist

centers will use innovative measures to encourage collaborative research activity that would not otherwise occur. The centers may be geographically and/or virtually organized.

Proposals may establish complete infrastructure projects or prototype particularly new and risky ideas. Proposals must include specific suggested criteria for evaluation of the project at both intermediate and final stages of the grant.

NSF Assistant Director for Social, Behavioral and Economic Sciences Bennett Bertenthal, an APS Fellow, hopes APS members will take this opportunity to propose creative large-scale infrastructure projects that promise widespread support for other social and behavioral scientists.

"Right now the fields are really struggling from not having the type of supporting infrastructure that allows them to scale up the level of science that they are able to do," said Bertenthal. "As we move into the next century, the requirements for developing bigger science and more coherent projects that aren't quite as fragmented will be greater than ever before. Bigger science requires a variety of forms of infrastructure. Hopefully, the return on our investment will be not only an increase in important new findings, but also in opportunities for pooling resources to make research more economical as well as more comprehensive and complete."



Bertenthal

Am I eligible?

Proposals may be submitted by individual investigators, small groups from universities, or by interuniversity consortia. Synergistic collaboration among researchers and collaboration or partnerships with industry or government agencies are encouraged when appropriate. Only one proposal may be submitted by a Principal Investigator who may collaborate in one other proposal as a co-investigator. Group and collaborative proposals involving more than one institution must be submitted as a single administrative package from one of the institutions involved. Due to the limited availability of funds, prospective applicants are strongly urged to contact one of the program officers. The deadline is March 1, 1999.

"There has been a tendency among behavioral scientists to think about this competition as possibly emphasizing the collection of new data from surveys and to really be designed to help fund databases," said Bertenthal. "Databases are one very expensive type of infrastructure that we know the psychological science community desperately needs. But it is only one of the many forms of infrastructure that the various social and behavioral sciences

SEE INFRASTRUCTURE ON PAGE 9

NIAAA to Award B/START Grants

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has launched a program of grants designed to support new behavioral science researchers during a critical early period in their career.

Under its Behavioral Science Track Award for Rapid Transition (B/START-NIAAA) program, NIAAA will be accepting applications for small-scale, exploratory behavioral science research projects across a wide variety of behavioral factors in alcohol abuse, including neurocognitive, cognitive and perceptual processes and psychosocial influences such as, motivational, social and community factors in alcohol abuse. Both animal and human studies are encouraged. Since alcohol abuse sometimes plays a role in HIV/AIDS transmission, studies applying basic behavioral science models and methods to address this issue are also encouraged.

Applications will receive rapid review and funding decisions. To be eligible for a B/START-NIAAA award, the principal investigator (PI) must be independent of a mentor at the time of the award, and be at the beginning stages of their research. Investigators in the final stages of training are eligible to apply, but B/START awards will not be given to anyone still in training.

Further, the proposed PI may not have been designated previously as PI on any Public Health Service supported research project. Previous receipt of National Research Service Award funds or a Mentored Research Career Development Award is permissible.

B/START grants have been used successfully by other institutes to support behavioral researchers who are just embarking on their scientific careers. The first B/START program was launched by the National Institute of Mental Health in 1994. Initially, this approach was developed in order to reverse a documented decline in the number of new behavioral investigators in the field of mental health research. Since then, other institutes, including the National Institute on Drug Abuse and the National Institute on Aging, have used B/START or similar approaches to attract new behavioral scientists to their particular fields of interest.

APS was instrumental in the creation of the B/START model, and has worked closely with Congress to encourage its use more widely at the National Institutes of Health. By giving investigators the resources to develop pilot data, B/START sustains them during a critical juncture in their professional development and provides valuable experience that will help them compete for regular grants.

NIAAA is encouraging more investigators in the field of alcohol-related behavioral science research in recognition of the fact that behavior is a fundamental aspect of alcohol abuse and alcoholism.

Animal and human research applications are encouraged.

Research topics include (but are not restricted to):

- ◆ Behavioral genetic approaches
- ◆ Cognitive effects and causative factors in humans and animals
- ◆ Psychosocial, social and personality factors
- ◆ Motivational bases of behavior
- ◆ Modification and/or development of animal paradigms to study alcohol's behavioral effects during juvenile through adolescent period
- ◆ Evaluation of behavioral interventions for impairments resulting from prenatal alcohol exposure.
- ◆ Temperamental factors related to the development of alcoholism.

NIAAA is a strong supporter of psychological research — approximately one-third of its PI's are psychologists — and in recent years the institute has been broadening its mission to accommodate a wider range of behavioral science perspectives.

For more information contact: Joanne Fertig, Division of Clinical and Prevention Research, NIAAA, 6000 Executive Blvd, MSC 7003, Bethesda, MD 20892-7003; tel.: 301-443-0635; email: jfertig@wilco.niaaa.nih.gov.

Just what can you find on the APS Website?

- the *Observer* job ads and advertising information
- registration, program, and housing information for the 1999 APS Convention
- news from the APS journals and updates on APS advocacy activities
- membership details and benefits information
- dozens of links to sites of interest to psychological scientists
- well, basically everything

So check it out today!

www.psychologicalscience.org

Senators Strongly Back More Behavioral Science at NIH

Last summer, the National Tobacco Policy and Youth Smoking Reduction Act — known simply as the tobacco bill — was priority number one in the U.S. Senate. The bill included the possibility of \$500 million for behavioral research. Unfortunately, the bill died on the Congressional floor but Senate support for behavioral research lives on.

In a December 16, 1998, letter to National Institutes of Health (NIH) Director Harold E. Varmus, four leading senators encouraged Varmus to dramatically increase NIH's commitment to behavioral research and to incorporate basic and applied behavioral research alongside biological research in its core mission. Citing the efforts to reduce tobacco-related diseases as one of the best examples of the value of behavioral research, the senators emphasized the need for a significant increase in research on the links between health and behavior.

A letter from these four senators should have a resounding impact at NIH because they are senior members of Congress and they are in critical positions for NIH: James Jeffords (R-VT) is chair of the Senate Committee on Labor and Human Resources, which authorizes NIH programs; Tom Harkin (D-IA) is the ranking minority member (and former chair) of the Senate appropriations subcommittee that determines the annual budget for NIH; Jeff Bingaman (D-NM), in addition to being a member of the Labor and Human Resources Committee, is member of the Senate Leadership and currently serves as Deputy Minority Whip; and John H. Chaffee (R-RI) cochairs the Congressional Prevention Caucus.

The full text of the letter is on the opposite page. Among other things, the letter refers to a tobacco bill amendment (no. 2710) that was introduced by Sens. Jeffords and Bingaman calling for a specific portion of any tobacco settlement funds that go to NIH to be dedicated to behavioral research:

“not less than 5 percent of such funds in fiscal year 1999, 10 percent of such funds in fiscal year 2000, 15 percent of such funds in fiscal year 2001, and 20 percent of such funds in fiscal year 2002 and each subsequent fiscal year, shall be used to expand existing support for epidemiological, behavioral, psychopharmacological, psychobiological, psychophysiological, health services and social science research related to the prevention and treatment of tobacco addiction. Research described in this paragraph shall include research on the effect of nicotine on brain and behavior as well as the behavioral etiology of tobacco use.” [Amendment 2710]

APS assisted in the development of this language, which had been agreed to by all the leading players in the health portion of the tobacco bill debate. Unfortunately, the bill was suddenly withdrawn from the Senate floor just a short time before the amendment was to be considered, but as the Senate letter demonstrates, the momentum behind the amendment continues.

The letter also refers to Committee report language, which is excerpted below:

EXCERPT FROM A REPORT OF THE COMMITTEE ON COMMERCE, SCIENCE, AND TRANSPORTATION ON THE NATIONAL TOBACCO POLICY AND YOUTH SMOKING REDUCTION ACT

The Committee believes that a narrow biomedical approach to tobacco addiction is shortsighted. We must expand scientific inquiry into the behavioral aspects of smoking in order to prevent children from smoking in the first place and to treat nicotine addiction more effectively. In addition, behavioral research on tobacco use will help policy makers address related health concerns, such as illicit drug abuse and underage drinking, and will help the development of effective interventions for those risky behaviors as well.

At the same time, the Committee anticipates that enactment of this bill will result in sufficient new resources at the NIH to justify increased expenditures on diseases associated with tobacco use, such as cancer and heart disease. However, it is the Committee's intent that the NIH give the highest priority to epidemiological, behavioral, and social science research on the prevention and treatment of tobacco addiction itself. The Committee believes very strongly that research focused on prevention and treatment of tobacco addiction will be very cost effective and be instrumental in reducing tobacco use and avoiding the high human and economic costs associated with tobacco. (Senate Report 105-180, pp. 55-58)

Letter to Harold Varmus, director of the National Institutes of Health, from the chair of the Senate Labor and Human Resources Committee, which authorizes NIH programs, from the Ranking Minority Member of the Senate appropriations subcommittee that determines the annual NIH budget, and from two other Senate leaders, all of whom express strong support for increasing behavioral research at NIH.

December 16, 1998

Dear Dr. Varmus:

In the fiscal year 1999 omnibus appropriations bill, Congress once again demonstrated its strong support for the work of the National Institutes of Health. As you establish priorities for spending this and future funding increases, we urge you to dramatically increase the NIH commitment to behavioral research.

NIH is renowned for its support of biological research. We applaud the many recent advances in this area, and commend you personally for the commitment and leadership you have demonstrated in raising the NIH's status as a world leader to a new level. At the same time, many of us in Congress are convinced that the NIH should pay more attention to the behavioral aspects of disease in addition to its commitment to biological research.

The links between behavior and health are well documented. Scientists and health professionals, including Secretary Shalala, Surgeon General Satcher, and their predecessors, remind us often that many of the leading causes of illness and premature mortality are behavioral in nature. Heart disease is highly associated with stress or obesity and cancer with smoking. AIDS is most commonly transmitted through intravenous drug use or risky sexual behavior. Violence or suicide often result from depression or other mental illnesses. Many chronic health problems stem from alcoholism and drug addiction. Developmental problems may be prevented with adequate prenatal and postnatal care.

Rigorous, high-quality basic and applied behavioral research can shed light on these and other risk factors and can help policymakers design strategies to change or discourage behaviors that lead to illness. Yet these and other behavioral research fields remain underfunded.

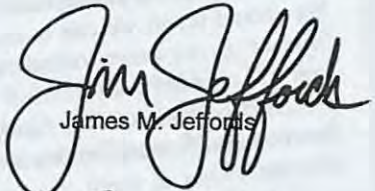
One of the best examples of the value of behavioral research is in the effort to reduce tobacco-related disease. A research portfolio that narrowly focuses on the biology of cancer, heart disease and other illnesses caused by tobacco addiction is shortsighted and inefficient. Instead, significant new resources should be earmarked for research on the causes and treatment of the behavior that causes those illnesses.

Although a comprehensive anti-tobacco bill was not enacted during the 105th Congress, there was a strong sentiment in Congress that NIH must increase its support for behavioral anti-tobacco research. During floor debate on the tobacco bill earlier this year, we filed an amendment (no.2710) that would have targeted a portion of research funding to behavioral, epidemiological, social science, and health services research related to the prevention and treatment of tobacco addiction. Our proposal built upon provisions in the tobacco bills considered by the Senate Labor and Commerce Committees and enjoyed widespread bipartisan support. A copy of the floor amendment and relevant Committee report language are attached.

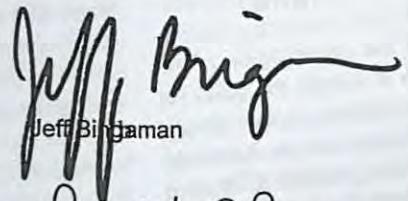
We appreciate the behavioral research components of the Tobacco Research Implementation Plan recently announced by the Vice President. We also applaud the ongoing efforts of the Office of Behavioral and Social Science Research and several institute directors to highlight both tobacco-related and non-tobacco related behavioral research. Notwithstanding these good first steps, it appears to us that the NIH as a whole has not incorporated basic and applied behavioral research alongside biological research in its core mission. We strongly urge you to do so.

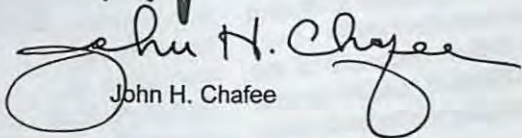
We look forward to hearing of the concrete steps you intend to take to bolster NIH's overall support for behavioral research. Thank you for your attention to this important subject.

Sincerely,


James M. Jeffords


Tom Harkin


Jeff Bingaman


John H. Chafee

February 1999

NAME FROM PAGE 1

who were involved in the very "conception" of APS—about the benefits, disadvantages, and feasibility of a name change. Responses were mixed. While some liked the idea of incorporating the word "science" into the name, others felt it would narrow the scope and appeal of the organization.

"This name business raises interesting questions," said APS Past President Marilyn Brewer. "There was a certain element of defiance in wanting to keep 'psychology' as the term for the scientific discipline and its applications. I will be interested in learning what reactions are generated by prospect of a name change. I myself would have no strong objections to considering a change, although 'psychological science' may appear to be somewhat narrower than the full mission of the Society."



Brewer

Although APS' name has been a topic of discussion since day one, the most recent round of debate has been prompted by a suggestion by APS Charter Fellow Carol Tavis, who suggested the name change in order to create a clearer public identity.

"I am often called upon to describe the differences between APS and APA [American Psychological Association] — a distinction without a difference, to most of the public," said Tavis. "The reason the names are confusing to the public is that 'psychological' is common to both. Who could possibly



Tavis

remember which is the organization of researchers and which is largely the guild for practitioners? Imagine if there were an American Medical Association and an American Medical Society. What possible difference could the public see between them?"

APS Charter Fellow and one of the original members Mildred E. Katzell said that the advantage of changing the American Psy-

What do you think?

Should the American Psychological Society change its name? Why or why not? If we did, what should the name be?

Email your response to:
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chological Society to the Association for Psychological Science would be in clarifying the scientific emphasis of the organization. At the same time, she said, that could be a disadvantage.

"It creates a different set of problems, as I see it," she said. "Some of those now seeking to be included in APS might choose not to be members since they don't see themselves as really being scientists and might fear that all of the meetings and publications are heavily scientific. Basically I see [the 'American Psychological Society'] as being more generally inclusive of psychologists, and [the 'Association for Psychological Science'] as emphasizing APS' focus on scientific psychology."

What today is known as the American Psychological Society was founded on August 12, 1988, by a vote of the membership of the then year-old Assembly for Scientific and Applied Psychology (ASAP), an organization of about 450 scientifically-oriented psychologists interested in advancing scientific psychology and its representation at the national level. ASAP was founded about a year earlier as an interim society designed



Roediger

primarily to promote the incorporation of scientific interests and a science agenda in the framework of the century-old APA.

"I like the idea of getting 'psychological science' in the name. It helps to develop a closer mental connection with the journal *Psychological Science*, which is rapidly becoming the number one journal in psychology," said current Board Member Roddy Roediger, who also noted the one word difference between APA and APS. Changing to a name distinctly different from APA may help eliminate confusion among the public and within the profession regarding the difference between the two organizations, he said.

"I think the society's name should be changed," said one of the first people to serve as president of APS, Charter Fellow James McGaugh, who echoed Roediger's concerns about the similarity of the names of APS and APA. "The present name is too easily confused with APA," self-described APS old timer. "Our society emphasizes psychological science and our journal carries that name. We should do all we can to emphasize the 'science' in our society otherwise the confusion will remain."

Tavis suggested that "Association for Psychological Science" lends a certain amount of impact.

"As APS does more and more work in the public interest to educate the public about the importance of research, the new name lends weight and seriousness to this goal. Think of *Scientific American* or *The New York Times*

CONTINUED ON NEXT PAGE



McGaugh



Hayes

FROM PREVIOUS PAGE

saying that such-and-such research report has the imprimatur of the 'American Psychological Society' or that of 'The Association for Psychological Science' — the latter certainly sounds more impressive to the public," she said.

APS Charter Fellow Steven C. Hayes was the first editor of the *Observer* and gave a little perspective to the original choice of name.

"I think the reason APS was selected was that it was inclusive—it showed the breadth that the group aspired to," he said. "We wanted a name that would not allow us to be defined as a subsection or a component of psychology. The early names that limited us to just science



O'Leary

were left behind because they too easily made applied people feel that they were not welcome. Sometimes 'science' is used to mean 'as opposed to practice' or even 'as opposed to application.' APS was about a scientific discipline and all of its facets, including application, public policy, and even science-based practice. I think a name change is unnecessary and it would not increase the appeal of the society."

APS Charter Fellow—and one of the

original Board members—Virginia O'Leary who was also involved in the naming of APS said that if it ain't broke, don't fix it.

"We did give thought to the name and it's worked very well these past 10 years," she said. "APS has a clear identity. I cannot imagine

why a name change at this juncture would be appropriate. Identities are not easily established, especially when the change would result in confusion. I would not be inclined to support such a move without a very compelling rationale."

APS Charter Fellow Robyn Dawes suggested that a name such as the "Association for Psychological Science" could be "easily misjudged to be a part of APA, analogous to Section III of Division 12, 'the Society for the Scientific Study of Clinical Psychology.'"

APS Treasurer and Charter Fellow Paul Thayer liked the idea of a name change. "We do see ourselves as the organization concerned with psychological science, both 'pure' and 'applied,'" he said. "Why not make that clear in the name? We are also easily confused with APA, given the overlap of two of the three words. That is a serious problem in dealing with the legislative branch and various funding agencies. As we get more involved in giving psychology away, this could



Dawes

be a big problem in communicating with the public."

For better or worse, the idea of a name change has elicited some strong opinions from the admittedly few

members that were surveyed for this article. Whether a name change will actually happen remains to be seen, but expect Board discussion of the topic to continue this year. The *Observer* encourages all members to put in their two cents and let APS know what you think about the name and whether it should be changed.

Roediger noted that changing the name and keeping the same initials prompts an interesting situation.

"We would be putting APS into a classic paradigm to study interference in experimental psychology: the A-B, A-D interference paradigm where two different responses are hooked to the same stimulus term—APS in this case. So, we know from the literature that everyone will become hopelessly confused by a name change for a little while," he said. ♦

What do you think? Email your response to: ewr@aps.washington.dc.us or mail it to: Observer Editor, APS, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.



Thayer

INFRASTRUCTURE FROM PAGE 4

need. This competition truly does offer the opportunity for funding new centers, large instrumentation, and a variety of digital libraries. We have already heard from a range of researchers from the psychological sciences interested in developing new digital libraries involving anything from brain images to archives of videotaped data."

Benefits for the Social and Behavioral Sciences

According to Everist, there will be many benefits from this program. "I would think in the long term there is plenty to look forward to. For example, if a data collection or a data archiving activity is established, multiple researchers from multiple scientific communities—both nationally and internationally would have access to the same data, and would all be able to mine the data

and do experiments. There would be a variety of individuals that would have access to new and different information."

Bertenthal expects the program to be extremely competitive.

"The amount of funds that are available right now are far less than what we really need to support the necessary infrastructure needs in the community," he said. "Nevertheless, I encourage any individual or group who truly has an exciting infrastructural proposal to think seriously about submitting it to NSF. I am hoping to be able to use this first year's competition as an existence proof for the creativity and the value of the infrastructure projects that can be generated by the behavioral sciences. My hope is that the quality and the quantity of proposals will be so high that it will provide me with greater leverage for being

able to raise additional funds for the next year's competition. So it really requires a commitment on both sides. We are committing funds and we are going to need researchers to have some confidence that we will be able to use their best ideas to help to raise additional funds in the future."

Bertenthal stressed that it is very important for anyone who is thinking about submitting a proposal to make sure they contact someone from the SBER division.

Kristen Bourke

The full announcement along with contact names can be found at: <http://www.nsf.gov/pubs/1999/nsf9932/nsf9932.htm>. Inquires can be made to Hilleary Everist, tel.: 703-306-1760; email: heverist@nsf.gov or Bill Butz, tel.: 703-306-1760; email: wbutz@nsf.gov.

PEER REVIEW FROM PAGE 1

and institutes.

This was "an enormous opportunity to update the peer review structure," said APS Member Norman Anderson, director of the NIH Office of Behavioral and Social Sciences Research (OBSSR), which coordinated much of the planning for the reorganization. "Our field has progressed a great deal" since the former structure was established, he added. "It is critical that our peer review structure reflects the current themes and complexities in behavioral and social sciences research today."

The study sections now in place are the result of extensive input from the extramural community and a massive internal effort by NIH staff, both from the Center for Scientific Review (CSR, formerly DRG) which houses the NIH review system, and from individual institutes. Altogether, 13 of NIH's 24 institutes were involved in developing the new review structure. This broad participation is an indication of the widespread importance of behavioral science at NIH.

"The reorganization process was a major commitment of time and energy" on the part of everyone involved, said Anderson. "It again demonstrated to me the amazingly high level of scientific talent that exists in the behavioral and social science community both on the NIH campus and in the extramural community."

"I am especially appreciative of Virginia Cain's efforts in coordinating this extraordinarily complex task," he added and that is not just the boss talking. This acknowledgment of Cain's enormous role is widely shared. Cain, a 20-year veteran of NIH, is Anderson's deputy at OBSSR. An APS Member, she oversaw much of the planning activity on this project, and is continuing her central involvement in the NIH staff group that is implementing the new structure.

Most Important

"This might be the single most important issue for psychology at NIH," said Alan G. Kraut, APS Executive Director. "If the peer review system isn't right, it doesn't matter how much money NIH has," he said, referring to the 15 percent increase NIH received from Congress in fiscal year 1999. Praising the process, Kraut noted that the early and continual involvement of the extramural community was a critical element in putting together a structure he hopes will be responsive to the field now as well as in the future.

NIH sought input from the community from the earliest stages of the reorganization. Draft review structures were posted on the web and individual researchers were strongly encouraged to submit comments. The peer review changes were also a major topic of discussion among the 150 or so participants of the Summit of Psychological Science Societies in May 1998.

The view from the Summit, which was conveyed in a letter to CSR, was that the composition of review panels was the critical element, specifically "whether there will be adequate representation of behavioral scientists on newly-created review panels, and whether the review panels themselves will adequately cover the range of behavioral research that is fundable by NIH."

"The overriding concern here is the need for applications to be appropriately reviewed by those who are experts both in methodologies and the knowledge base of behavioral science," wrote Kraut and APS Fellow Richard McCarty, head of the science directorate at the American Psychological Association, in a joint letter on behalf of the Summit.

"Summit participants recognized that the process now underway is explicitly designed to be sensitive to behavioral science research issues, and most involved in this process agree that NIH is making a strong effort to systematically consult with the behavioral science research community. Nonetheless, we

want to underscore the importance given by Summit participants to ensuring adequate representation of behavioral science researchers and the range of behavioral science research once panels are formed," they wrote.

The Summit also encouraged CSR to address concerns about the workload for reviewers

serving on NIH study sections, and to conduct a systematic evaluation of the reorganization. NIH has been very responsive and is in the process of addressing these issues.

Some history here: APS has been focusing on the integration of NIMH, NIDA, and NIAAA peer review into NIH ever since Congress first proposed transferring the three institutes there beginning in 1991. APS was one of the only scientific organizations supporting the move of these institutes from the former Alcohol, Drug Abuse and Mental Health Administration (ADAMHA), but at the same time, Kraut repeatedly raised concerns about the impact of the transfer on peer review in both formal testimony and informal discussions with Congress and in discussions with NIH. As he told the then-new Director of CSR, Ellie Ehrenfeld, in a December 1996 letter, "One key to our support was the provision in the legislation that preserved the ADAMHA institutes' peer review systems for the first four years after the move" rather than shoehorning their peer review into the NIH system.

Principles and Interest

Scientific focus, flexibility, appropriate expertise — these were the watchwords guiding the reorganization process from the beginning, when the directors of the participating institutes jointly developed the following operating principles:

This might be the single most important issue for psychology at NIH. If the peer review system isn't right, it doesn't matter how much money NIH has.

ALAN G. KRAUT
EXECUTIVE DIRECTOR
AMERICAN PSYCHOLOGICAL SOCIETY

SEE PEER REVIEW ON PAGE 12

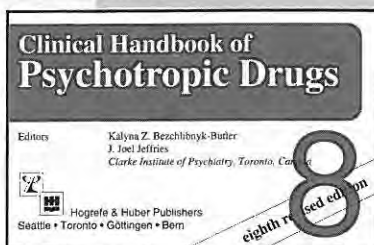
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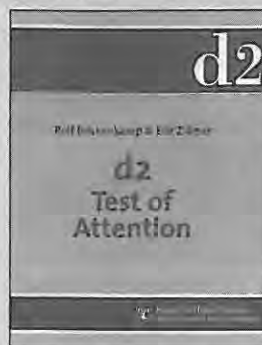
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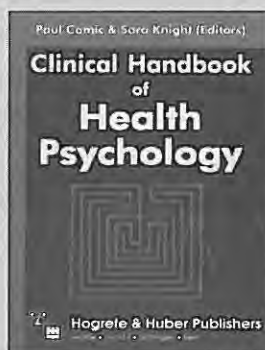
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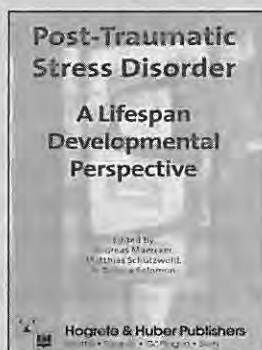
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PEER REVIEW FROM PAGE 10

- The array of applications being considered by a study section should be determined by the scientific focus of the research, rather than by the professional affiliation of the principal investigator, the grant mechanism, or the research technique to be used.
- The range of science considered by a study section should allow a breadth of perspective, yet this should be balanced by an appropriate depth of scientific expertise.
- To allow flexibility in review, the range of scientific expertise of study sections should overlap.
- When both clinical and basic research are reviewed by a single study section, representation of expertise in both areas should be adequate.
- The structure of the initial review process should be flexible enough to accommodate emerging scientific areas.

Implementing these principles has resulted in a number of important new approaches in behavioral science peer review, according to APS Member Ellen Stover, director of the NIMH Division of Mental Disorders, Behavioral Science, and AIDS. One major change is that study sections will not be dedicated to specific institutes or diseases, but rather, will be reviewing across disorders and disease groups, and across the lifespan. Ultimately, she predicts, this should lead to more shared funding arrangements and joint initiatives among institutes as well as increased support for research in areas such as co-morbidity, which involves both mental illness and substance abuse, and in the behavioral and social risk factors that are involved in a range of conditions such as heart disease, diabetes, or cancer.

The new structure could also promote interdisciplinary research, particularly through committees that bridge fields, such as a study section on cognitive neuroscience. In addition, there is a generic methodologies study section designed to advance techniques and technologies, including statistics and modeling, that are relevant to behavioral and social sciences.

Not all of the review activities from NIMH, NIDA, and NIAAA have been transferred to NIH. Research applications in more mission-specific areas, such as treatment and health services, will continue to be reviewed "in-house" by the institutes, as well as proposals in response to Requests for Applications (RFAs) and applications for certain funding mechanisms, such as training and center grants.

One interesting side effect from the reorganization: Stover and several others who were directly involved in the internal reorganization group say that the process yielded not only a good review structure, but also a stronger behavioral and social

sciences network within NIH. Anita Miller Sostek, chief of the CSR Behavioral and Social Sciences Initial Review Group (or IRG, which is the umbrella structure under which the new study sections are clustered) credits the process with improving communication among behavioral scientists at NIH and with strengthening the connections between program officers and review staff.

The reorganization of behavioral science peer review was informed by the lessons learned from previous reorganizations in neuroscience and AIDS-related research, areas that also were affected by the arrival of the three new institutes. Stover, Sostek, and APS Charter Fellow Teresa Levitin, director of extramural review at NIDA, all were involved in the earlier reorganizations and relied on those experiences, particularly in dealing with the extramural community.

Calling All SRAs

With the conceptual elements in place, the logistics of establishing the new system are presenting additional challenges as review staff and functions are relocated to CSR. The system will be used for the review cycle that began with the February 1st receipt date for applications, which means that June

meetings of study sections will be the first time the system is operational. Virtually everyone involved agrees that the referral of applications to study sections is critical to the success of the new system. The point person for referral will be Carol Campbell, a longtime NIH review staffer who is well-respected for her knowledge of review and of the field. Getting reviewers, both old and new, acclimated to the system is also an essential first step.

But staffing the system may pose the biggest challenge: There is an urgent need for behavioral and social scientists to serve as Scientific Review Administrators, or SRAs, for the new study section. Established researchers who are interested in making a transition into health science administration should contact Sostek (sosteka@csr.nih.gov) as soon as possible.

Hail CSR

Ehrenfeld has asked APS Charter Fellow Leonard Epstein, a professor in the departments of psychology, social and preventive medicine, and nutrition at SUNY-Buffalo, to serve as a liaison to aid in implementing the new structure and to address longer term issues relating to the review of the behavioral and social sciences even after the new system is in place.

Despite the exhaustive effort to develop the best possible structure, there are some unknowns. The big question is, will behavioral research be better off under the new system? That

[This was] an enormous opportunity to update the peer review structure. Our field has progressed a great deal [since the former structure was established]. It is critical that our peer review structure reflects the current themes and complexities in behavioral and social sciences research today.

NORMAN ANDERSON
DIRECTOR, OFFICE OF BEHAVIORAL AND SOCIAL SCIENCES RESEARCH
NATIONAL INSTITUTES OF HEALTH

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and related issues will be addressed by a formal evaluation effort at CSR. Samuel Rawlings, already on the CSR review staff, has been named Evaluation Officer and has convened an advisory group of nationally-recognized experts in program evaluation to assess the impact of the new system.

Evaluation committee members include: John McArdle (chair), Mark Appelbaum, Gwen Boodoo, Tom Cook, William Meredith, and Barbara Mellers. The group is in the process of organizing, but Rawlings anticipates that they will study the review system using various methods, initially doing descriptive analyses, and later conducting surveys to gauge the perceptions of change as viewed by different groups. He indicated that the group may consider conducting controlled experiments, although this poses enormous difficulty and may not be possible because of the potentially deleterious impact on review.

Evaluation of the peer review changes has been a priority for APS since the transfer of the former ADAMHA institutes was first being discussed. In a 1991 letter urging then-new Director Bernadine Healy to look at the NIMH review system as a model when considering changes to the NIH system, Kraut stressed that psychologists have considerable expertise in areas relating to review, such as multidimensional scaling, statistical analyses, and program evaluation. This was a continuing theme in APS's discussions with NIH regarding the transfer of the three institutes.

Optimism Abounds

Given the newness of the system, NIH officials are understandably cautious when asked to predict the outcome of the changes. "It is still very early in the implementation," observes APS Charter Fellow Alan I. Leshner, director of NIDA, who championed to other NIH leaders the idea of reorganizing — not just shoehorning — behavioral science peer review. "I am confident we will get broader perspectives on projects and therefore all will benefit." Closer to home, Leshner also hopes the new system will "bring a broader array of behavioral scientists to NIDA's grant portfolio."

But questions aside, there is a new and widespread optimism about the peer review system and about the overall behavioral and social science enterprise at NIH. Judging by the network of enthusiastic behavioral scientists within NIH, the involvement of the extramural community and the obvious commitment of CSR to getting it right, that optimism is well-placed. Watch for updates on NIH peer review in future issues of the *Observer*.

Sarah Brookhart

(Details on the new behavioral science peer review system, including descriptions of the new study sections, are available on the Internet at www.csr.nih.gov/review/bssmain.htm. Applicants are urged to use the Internet descriptions to provide a cover letter indicating which study section(s) are most appropriate to review their grant applications.)

NIMH Scientific Review Goes Public

Public participants who have had experience with mental disorders will be included for the first time this year in scientific review groups at the National Institute of Mental Health (NIMH). The change was prompted by a recent report from the National Advisory Mental Health Council (NAMHC) and is intended to broaden the range of perspectives brought to the review of grant applications for treatment and services research.

Under this new system, public participants—people who have experience with mental disorders either personally or as a family member, service provider, policy maker, or educator—would be included in the initial review undertaken by scientific review groups internal to NIMH. The second-level review, conducted by NAMHC would remain unchanged. According to NIMH, NAMHC agreed that the review process will benefit from the perspectives of public participants regarding the public health relevance of an application and patient/consumer considerations that may influence study design, feasibility of recruitment and retention plans, or consent procedures.

The change comes out of "Bridging Science and Service," the recent report developed by NAMHC's Clinical Treatment and Services Research Workgroup last year. The report advised strategies for increasing the relevance, speeding the development, and facilitating the utilization of research-based treatment and service interventions into both routine clinical practice and policies guiding local and national mental health service systems.

"In the competition for research funding common to all medical science, what constitutes expert review?" asked the workgroup in the report. "In rapidly developing fields such as treatment and service systems research, generic challenges are exacerbated by special issues: how to ensure the availability of appropriate and sufficient review expertise from within a relatively small pool of experts and, given demands from all sectors of a field for the participation of those experts in multiple research activities, how to apply and adhere to Federal conflict-of-interest policies and procedures."

The workgroup added that review committees for science seeking to affect care may need the expertise of individuals with a clear understanding of the true public health need and the personal impact of mental

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The National Institute on Alcohol Abuse and Alcoholism (NIAAA), in conjunction with the **Department of Education (DOE)** and the **Center for Substance Abuse Prevention (CSAP)**, seeks grant applications to conduct intervention-oriented research that will ultimately lead to the reduction of alcohol-related problems among college students.

Alcohol abuse among college students, many whom are under age, is a major health problem on college campuses with serious negative consequences for individual drinkers, those around them, and the college environment

Up to \$3 million in total costs will be available for the first year of awards. It is anticipated that four to eight awards will be made in FY 1999.

Research that develops and/or tests interventions that have the potential of preventing or reducing alcohol abuse and associated problems among college students is encouraged. Prevention strategies may focus on the larger normative or cultural environment in which drinking occurs or on drinkers as individuals or groups of persons engaged in hazardous drinking behavior. Although individual-focused interventions will not be excluded, environmental interventions will be emphasized. The interventions may include campus or community policies that are initiated and implemented by persons or systems that are completely independent of the research endeavor, or they may be initiated by the research team in cooperation with a college or university. Collaborations among program planners, educators, and researchers are encouraged.

Deadlines:

Letter of intent receipt date: February 23, 1999

Application receipt date: March 23, 1999

For more information and application instructions, see: <http://www.nih.gov/grants/guide/rfa-files/RFA-AA-99-001.html> and <http://www.niaaa.nih.gov> or contact: Gayle M. Boyd, Division of Clinical and Prevention Research, NIAAA, 6000 Executive Boulevard, MSC 7003, Bethesda, MD 20892-7003; Tel.: 301-443-8766; FAX: 301-443-8774; email: gboyd@willco.niaaa.nih.gov.

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illnesses. This recommendation is also in line with last year's Institute of Medicine report that encouraged increased involvement of the public in research priority setting at the National Institutes of Health (NIH).

Duties of the public reviewer include reading and providing written evaluations of 15-20 grant applications per meeting and commenting on strengths and weaknesses of the application's public health significance and/or innovation; the feasibility plans for recruitment, retention and follow-up of subjects; outreach efforts to special populations; and on protection of human subjects.

Qualifications include:

- ◆ knowledge about mental health research studies and/or personal experience as a participant in mental health research studies;
- ◆ personal experience with mental disorders either as a person with a mental disorder or as a supporter of such a person (e.g., spouse, partner, parent, sibling, grandparent, or caregiver) or knowledge of mental disorders through other experiences or training (e.g., practitioner, educator, mental health policy maker);
- ◆ community service, particularly involving representation of the interests and perspectives of persons with mental disorders; ability to identify issues that are

important to persons with mental disorders; and major interest on the policies/therapies that affect patients (e.g., service on boards, committee memberships, community service, publications, or talks).

Similar policies have been put into place at other NIH institutes including the National Cancer Institute for some breast cancer trials, and the National Institute of Allergy and Infections Diseases for some AIDS trials.

"I understand those panels have worked well, for example, at recruiting patients, or at developing AIDS protocols that have increased compliance associated with them as a result of giving the AIDS community direct input on an application instead of using a more theoretically driven approach of the proposed investigator without this relevant peer review feedback," said APS Executive Director Alan G. Kraut. "I also see an appropriate public role on the more applied side, that would be particularly supportive of behavioral approaches to mental health treatment. I think our treatment/health services research is much more intuitively understandable to the intelligent lay person. When that person is asking 'so what?' it is our research applications that will be able to provide the answers more easily, with models such as rehabilitation, cognitive-behavioral therapy. I see this as a way to increase our support in the consumer/family member community." ◆

MISCELLANY

The Behavioral Neuroscience Branch (BNB) has been added (along with the Cellular Neurobiology Branch) to the Division of Intramural Research (DIR) at the National Institute on Drug Abuse in an effort to augment its neuroscience research activities. BNB researchers study how the brain responds to the addictive properties of commonly abused drugs. Roy Wise, a neuroscientist from Concordia University heads the branch, which will conduct research on the areas of the brain where drugs of abuse—particularly stimulants and opiates—are believed to initiate their addictive effects. Other areas of research include studies of drug-induced convulsions and brain cell damage, the complications of drug addiction, and the development of medications to treat addiction.

Research featured over the past year in *Psychological Science* has been popping up a lot in the press recently. An article on the efficacy of acupuncture in treating depression in women (September 1998 *Psychological Science*) has been featured in a number of major publications including: *The Washington Post*, *Harper's Bazaar*, and *Reuters Health*. Meanwhile another September 1998 article on focusing illusions in the judgments of life satisfaction for people who live in California was picked up by Reuters, the BBC, the Associated Press, and will be highlighted in the March 1999 issue of *Self* magazine, which, in its November 1998 issue, featured research published in last March's *Psychological Science* on how a tendency to catastrophize may be a risk factor for premature death. Already rated in the top ten for impact among psychology journals, *Psychological Science* is also apparently having an impact in the mainstream press.

Foreign-born students who earn science and engineering doctoral degrees from U.S. academic institutions are staying in the United States in greater numbers, according to the National Science Foundation's Division of Science Resource Studies (SRS). According to the SRS report, 63 percent of foreign-born students who earned science and engineering doctorates from U.S. institutions between 1988 and 1996 said they plan to stay, compared to 50 percent or less of those previously studied. Two-thirds of those who planned to stay had firm plans for further study or employment.

People

Recent Appointments, Awards, Promotions...

APS Member **Judith Rich Harris** was recently named the co-winner of the George A. Miller Award, given by Division 1 of the American Psychological Association for an outstanding article that cuts across disciplinary boundaries. Published in *Psychological Review*, the article for which she was honored is titled "Where Is the Child's Environment? A Group Socialization Theory of Development."



APS Charter Fellow **Richard K. Nakamura** has been officially named Deputy Director of the National Institute of Mental Health (NIMH). Nakamura was trained as a physiological psychologist at the State University of New York-Stony Brook. Upon coming to NIMH, he worked first as an intramural scientist before moving to the extramural side of the Institute, where he headed programs in behavioral and cognitive neuroscience. More recently, Nakamura was in charge of NIMH's Office of Science Policy. He has most recently served as NIMH's Acting Deputy Director.



APS Charter Fellow **Hirsch Lazaar Silverman** was recently reelected to another four-year term as a trustee and editor-in-chief of the *Pan American Medical Association (PAMA) Journal*. He will also serve as president of the section on psychological services. Silverman is a clinical and forensic psychologist, psychotherapist, and marital therapist with more than 40 years of college and university teaching and administration in psychological services, behavioral sciences, mental health, and education fields.



APS Fellow **Dean Keith Simonton**, professor of psychology at the University of California-Davis was recently elected President of the International Association of Empirical Aesthetics (IAEA). He will serve his term until the year 2000. The IAEA President appoints and presides over the 20 vice presidents who represent members throughout the world, helps organize the congresses to be held in 2000 and 2002, and oversees the selection of the recipients of the Fechner and Galton awards. Simonton was also recently elected IAEA Fellow as well as Fellow of the American Association for the Advancement of Science.



People News Welcomed . . .

The Editor invites announcements of noteworthy awards, appointments, etc., for possible publication in the **People** news section of the *Observer*. Send with photo (if available) to: *APS Observer*, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; Email: kbourke@aps.washington.dc.us.

TRAINING FROM PAGE 1

the Working Group on Educational Issues that came out of last year's Summit of Psychological Science Societies.

The working group was created by Summit participants to identify possible initiatives across the range of psychological education and training addressing issues such as curriculum development, improving mathematics training for psychology majors, precollege and public education programs, specifying learning outcomes, etc.

"Psychologists in training will need to be more politically, socially and self aware than the last generation," said APS Charter Member Nancy Dess, of Occidental College, who took part in the Summit. "Psychology, tenure, academe, and science in general have been under fire this last decade and the next generation of psychological scientists—regardless of specialization—has to be prepared to examine and defend what they do on pragmatic, moral, and/or intellectual grounds."

The *Observer* recently spoke to a number of APS members regarding training, the changes and obstacles it faces, as well as the implications of those changes for scientific psychology. This article describes just a few of the shifts in education and the demands they have placed on how we educate future psychological scientists.

What is Changing?

Many forces are reshaping education—especially in the behavioral and social sciences. According to a recent issue brief from the National Science Foundation's Division of Science Resources Studies, academic shares of research and development funding for psychology have declined since 1973, with a clear recent shift in emphasis toward medical sciences. Decreases in federal and non-federal research and development money in academe have a direct effect on psychology departments.

In addition, demographics are shifting, which change the makeup of graduate and undergraduate enrollment populations. For example, according to *Science & Engineering Indicators-1998*, published by the National Academy Press:

- Enrollment in U.S. science and engineering programs—as well as overall higher education enrollment—has declined since peaking in 1992. The college-age population though, which has fallen since 1980, is expected to experience an upturn in 2001.
- The enrollment of underrepresented minority students in undergraduate programs has increased annually in the 1990s.



Halpern

- The enrollment of women in these programs has increased while male enrollment is on a downward trend.
- In the past decade, foreign students have accounted for the large growth in science and engineering doctoral awards in U.S. universities, and the proportion of foreign doctoral recipients planning to remain in the United States has increased.

"The university population is becoming increasingly diverse—not just in terms of racial diversity, but along many dimensions," said Halpern. "The need for lifelong learning is real and—as people are working and living longer—that means we will have more older students returning to classes. More international students coming to the United States for college education means there are more students with limited English skills in every classroom. In addition, they bring with them a host of other traditions regarding learning and everything here that we consider natural because they are embedded in our culture."

Help Wanted: Teacher-Scholars

The job market for psychology doctoral recipients is also changing.

"Current and future graduate students are going to find that approximately half of the academic positions available to them are at primarily undergraduate institutions and that almost all of the academic positions they seek, including those at primary research institutions, will weigh teaching experience, excellence, and scholarship more heavily than has been the case in the past," said Carleton College's Neil Lutsky, APS Charter Member and president of the Society for the Teaching of Psychology. "The emphasis on psychologists' demonstrated effectiveness as science educators in the classroom and on their contributions to professional communities addressing education will probably increase. As a result,



Dess

Psychology, tenure, academe and science in general have been under fire this last decade and the next generation of psychological scientists—regardless of specialization—has to be prepared to examine and defend what they do on pragmatic, moral, and/or intellectual grounds.

NANCY DESS
OCCIDENTAL COLLEGE

job applicants and new academicians are likely to need to show that they are as thoughtful and knowledgeable about the teaching of psychology as they are about research in psychological science."

APS Charter Member Michael Renner, who chairs West Chester University's psychology department curriculum committee, agrees that students will need a better appreciation for the world

they will enter when they finish their training and says that training should include teaching training.

"A high number of the jobs they might get as scientists are in fact, going to be under a teacher-scholar model in which they will spend a substantial part of their time teaching," he said. "Teaching is either

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something you love, or something you do to pay the bills so that you can spend some time in the lab doing what you love. Either way, teaching is going to be a big part of your professional life. If you look at the curriculum in big training institutions, teaching is rarely a credible part of it."

Lutsky says that possible ways to bridge this training gap warrant examination, including: new methods of science education such as the shift from a lecture and demonstration approach to a more highly interactive and research based form of instruction; the development of computer technologies that support research and education in psychology; the growth in the number of positions at community colleges; the increasing variability of high school students' preparation for scientifically oriented psychology classes; and current experiments with distance education.

We Have the Technology . . . But Now What

Distance education is only one of the innumerable possibilities created by the explosion in communication and information technologies over the past decade.

"One thing that is true about all higher education in psychology is that with the tremendous information explosion associated with the Internet and other technological advances, technology training will be crucial," said APS Member David Elmes, of Washington and Lee University.

Fully understanding the effects, consequences, and potential that rapidly changing and emerging technologies create can be an overwhelming feat. Things that seemed so novel are quickly assimilated into our culture and everyday life to make room for the next advancement. While many APS members may have spent their school days with nothing more advanced than a typewriter, today's students have grown up with a personal computer and would have a hard time functioning without one. And just as we all became used to personal computers and fax machines, communication and information access exploded with email and the Internet.

"I sent email this morning to four different countries," said Halpern. "Technology is making the world much smaller. These are huge changes and our education has to reflect that in ways that we may not yet be acknowledging."

Not only does emerging technology impact the skills tomorrow's scientists need to function, they effect the education process as a whole. For example, what place, if any, do concepts such as distance learning and virtual classrooms have in education? And what happens when technology is evaluated in light of the financial pressure, accountability, and justification many departments find themselves facing?

My concern is that the empirical base in the curriculum is getting eroded in a number of ways. Many departments are finding it fiscally impossible, for example, to keep an animal laboratory going. There used to be an argument that labs were a core part of the curriculum and something our students should experience. Unfortunately, I am hearing from my colleagues across the country, that argument is not working anymore.

MICHAEL RENNER
WEST CHESTER UNIVERSITY

"People can now learn in ways that are not just face to face," said Halpern. "There is increasing pressure—whether anyone likes it or not—to separate seat-time and learning. Instead of using the accumulation of credit units—where credit units are tied to the number of hours you sit in a classroom—there is increasing pressure to find out what people know and judge the quality of the effort rather than require them to sit in a classroom for three hours a week for 15 weeks. Under the model that has been in effect in the United States for a long time, you accumulate so many hours of classroom time and that model is going to be changing because of technology."

Renner warns that while emerging technologies can be useful in the classroom—and may be

more fiscally attractive to financially-strapped colleges and universities—they can not substitute for other forms of training.

"A well-built simulation is a wonderful experience but it is not the same as getting your hands dirty," he said. "My concern is that the empirical base in the curriculum is getting eroded in a number of ways. Many departments are finding it fiscally impossible, for example, to keep an animal laboratory going. There used to be an argument that labs were a core part of the curriculum and something our students should experience. Unfortunately, I am hearing from my colleagues across the country, that argument is not working anymore."

Renner said that the problem in losing labs and other hands-on courses is the lack of real experience a student gains to bring to bear on theories he or she learns. "If you have been in a laboratory where you have been able to shape a rat, observe a one-year-old child, work in groups to see how people interact with one another, or go to the zoo to look at naturally occurring behavior patterns in gorillas, for example, then you have something you did with your own senses to use as an anchor when you read about these things in books," he said.

Renner, who teaches at a primarily undergraduate institution, added that as undergraduate students head off to graduate school without these experiences, they take with them "different bases of knowledge that then provides different raw materials for the graduate programs to work with."

Concepts such as distance learning and other options created by technology do not have to be an either/or curriculum decision, said Halpern. "What we need to look at is when it is good, what it is good for, what type of student it works for, how it can mix successfully with face-to-face instruction; and how it can be executed in a way that



Renner

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FROM PREVIOUS PAGE

doesn't lose the human dimension," she said. "These are all questions that we don't really have answers for even though we are rapidly jumping into this."

Breaking Out of the Box

The financial, market, demographic, and technological influences briefly discussed above have created new "needs" within psychology training—at all levels of instruction. These "needs" are at the practical and the philosophical level.

"Curricula have to be designed and implemented to ensure that the next generation gets the best of what post-modernism has had to offer without embracing the nihilism and traditionalism it ultimately implies," said Dess. "Probably for reasons related to cognitive development, undergraduate students have a hard time doing this; they tend to either reject postmodern arguments wholesale or come away thinking that data are 'just a bunch of numbers' inevitably used to defend a corrupt status quo. Either outcome bodes ill for their development as astute psychological scientists."

Dess encourages expanding the "thinking skills" of psychology students.

"All undergraduate and graduate training should include training in the philosophy of science and 'science in society.' Graduate students in some other areas are being taught to question logical positivism and whether humans are 'natural objects'; if psychology graduate students are not being taught these issues, they will be eaten alive in some professional settings," she said. "In addition, students should learn conventions in statistics and research design, but they also need to learn that conventions sometimes need to be challenged in a principled way. Rather than learning how to 'play by the rules,' students should be taught how to change the rules. The field will be livelier and edgier—albeit messier—with more intellectual activists in it."



Elmes

The Psychology Melting Pot

Multidisciplinary training is the current buzz-phrase in many psychology graduate and undergraduate psychology departments as the field of psychology emerges from its first hundred years or so of existence into its next age. While the exact meaning of "multidisciplinary" has been interpreted in many ways, traditional walls in the field are coming down.

"Increasingly, the old boundaries within the field are yielding to new, exciting mixes of interests, content, methods, and theories," said APS Fellow Richard McFall, of Indiana University. "We also see

some of the traditional areas of psychology no longer so strongly allied strictly with psychology. Developmental, for example, no longer considers itself to be wedded to psychology; it also emphasizes ties to biology, cognitive science, and other specialties. Similarly, cognitive science—which traditionally had a solid base within psychology—increasingly is beginning to think of itself as a distinct field that cuts across disciplines including, among others, computer science, engineering, library science, business, and philosophy. Neuroscientists who once thought of themselves strictly as psychologists now are inclined to look for jobs in biology departments, medical schools, or other settings that allow them to interact with colleagues who may be more similar to them than are their traditional colleagues within psychology departments."

Halpern said that as psychology has become less narrow, education must also become less narrow.

RICHARD MCFALL
INDIANA UNIVERSITY

"Losing the interconnectiveness of knowledge would not do anyone a favor," she said. "All sorts of creative things are coming from and are being borrowed from other fields and we need to find a way to acknowledge that as well as to encourage and advance the role of psychology in all disciplines."

That education, technology, the workplace, and even our culture is shifting is clearly recognized. But what cannot be ignored is the impact these changes will have on the face and breadth of psychology. The far-reaching effects of these changes need to be evaluated and incorporated in order to keep the field current and its scientists and practitioners from becoming obsolete.

"The next generation of psychological scientists will need to break out of the box of narrowly trained specialists," said McFall. "There will be lots of opportunities for first rate research scientists—both basic and applied. There will be little call, however, for psychological scientists who are not capable of making important substantive contributions to the advancement of knowledge. Mediocre psychological scientists will drive taxis."



McFall

Elizabeth Ruksznis

What do you think?

What are some of the issues affecting psychology training that need to be addressed?

Send in your Letter to the Editor to:
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1999 APS Convention in Denver

The Sixth Annual Institute on the Teaching of Psychology

Dear Colleagues,

It is my pleasure to invite you once again to attend the APS pre-convention Institute on the Teaching of Psychology. This year marks the sixth anniversary of the Institute, which will take place on June 3, 1999 at the Adam's Mark Hotel in Denver. In my utterly biased opinion as Institute organizer, I think we have attracted an outstanding group of speakers this year. As you can see from the titles of their talks, our speakers will be presenting material specifically designed to help us all to offer more up-to-date lectures, make use of innovative teaching techniques, and stay abreast of recent advances in teaching technology.

Carol Wade will kick things off by sharing some ideas about how to teach more by teaching less. Then, in a set of concurrent morning sessions, Saul Kassin will offer "indestructible" demonstrations for use in social psychology classes, Robert Feldman will provide a beginners' guide to teaching with technology, and Bruce Goldstein will present some ideas for describing—and demonstrating—automatic aspects of perception. In the afternoon concurrent sessions, Susan Fiske will outline five themes for teaching social psychology, Steve Davis will portray the state of academic honesty in the 1990s, and Steven Schwartz will talk about how to use case studies as the basis for teaching abnormal psychology. Finally, we will all get together for a closing plenary session with Spencer Rathus, who will tell us how to use stories in the teaching of psychology.

In the middle of the day, between the two sets of concurrent sessions, you will be able to browse the numerous offerings displayed in this year's Teaching Institute poster session, and also do some table-hopping at the Participant Idea Exchange. Both of these events are designed to provide an opportunity for you to meet colleagues and swap teaching information, ideas, innovations, and even gripes in a relaxed, informal setting.

As always, the Teaching Institute will be a nonstop event that does not leave much time in your schedule for lunch. But hey, you can eat anytime. How often do we get a chance to spend a whole day in the company of speakers and colleagues who are devoted to promoting excellence in the teaching of psychology?

We are expecting a crowd of about 400 participants again this year, and I must say that it has been truly gratifying to watch as the Institute has grown into an APS tradition. But the Institute is not just my show. The Teaching Institute program committee—Bob Hendersen, Beth Loftus, Mike Nietzel, and Evelyn Satinoff—has provided invaluable ideas and advice to guide me in organizing the Institute each year. On behalf of that committee, I hope you will be with us at this year's Institute. And when you see me there, please take a minute to let me know how you like the event and how the committee might make it even better in future years.



With best regards,
Doug Bernstein, Chair
APS Teaching Institute Program Committee

A Psychological Science Gold Mine

The Sixth Annual Institute on the Teaching of Psychology

Saul Kassin, Williams College
Teaching Social Psychology: Indestructible Classroom Demonstrations

Spanning a wide range of topics such as self-perception, attribution, conformity, compliance, and interpersonal attraction, many of the principles of social psychology can be demonstrated in foolproof (yes, foolproof) activities and experiments conducted both inside the classroom and out. These demonstrations - including materials, data collection methods, and points of discussion—will be presented.



Carole Wade, Dominican College of San Rafael

Teaching More by Teaching Less

As psychology expands, teachers feel pressured to include more and more material in the introductory course. But a zeal to “cover the material” confuses detail with rigor and can actually interfere with long-term retention. This talk suggests strategies for reducing informational density while maintaining the intellectual integrity of the course and educating students about psychological science.



Robert S. Feldman, University of Massachusetts-Amherst

A Beginner's Guide to Teaching with Technology: Why It's Time to Bite the Cyber-Bullet

Technological advances have the potential to change the way we teach. In this introduction to current—and future—technologies, a broad range of approaches will be addressed, including “smart” presentation media, interactive classroom technologies, computer grading of assignments, and distance learning. The pros and cons of technology implementation will be discussed.



Steven Schwartz, Murdoch University
Case-Based Learning in Abnormal Psychology: The Way Forward

Abnormal psychology is typically taught “bottom up”. The basic building blocks are taught first, followed by clinical disorders. In contrast, case-based learning is “top down”. Starting with the clinical case, students discover the value of basic knowledge. This talk will examine the advantages and disadvantages of case-based teaching learning, and how it may be integrated with traditional teaching methods.



Bruce Goldstein, University of Pittsburgh
Perception, Cognition, and Reality

Perception is like the theater - there is a lot going on “backstage,” outside of the perceivers’ (theatergoers’) awareness. This talk will discuss ways to help students appreciate the nature of this “backstage” activity, both at the neural and psychophysical levels, and will include some classroom demonstrations of perceptual phenomena.



Stephen F. Davis, Emporia State University

Academic Honesty in the 1990s: Encouragement in a Discouraging Situation

This presentation first reviews the prevalence, techniques, determinants, and effective punishments of academic dishonesty to set the stage. Attention is then directed toward those steps that can increase academic honesty. Techniques that involve both the entire campus community and individual faculty members and their classrooms are considered.



Susan Fiske, University of Massachusetts Amherst

Five Themes for Teaching Social Psychology

Students and instructors alike seek coherence in the sprawling array of social psychology theories and research. Patterns merge from using five core social motives that arise out of our adaptation to the social environment provided by other people. Five themes recur throughout social psychology: The need to belong, and consequently, to create shared understanding and to have a sense of effectiveness of control, as well as enhancing the self and trusting others.



Spencer Rathus, Montclair State University

Using Profiles in Psychology to Teach Introductory Psychology

Students love stories, especially stories that make grand figures in history flesh and blood. Stories motivate students and help them remember subject matter related to these figures. Students are fascinated to learn, for example, that the first female president of the American Psychological Association refused to accept the doctoral degree that was offered to her. This presentation shares Profiles in Psychology that instructors can use to enliven their classes and help students learn the subject matter.

1999 APS Convention in Denver

Just a Sample of Who is Presenting*

PRESIDENTIAL SYMPOSIUM *Science and Pseudoscience*

CHAIR:

Elizabeth Loftus, Univ. of Washington

PRESENTERS:

Robert Sternberg, Yale Univ.

Stephen Jay Gould, Harvard Univ.

Carol Tavris

DISCUSSANT

Ray Hyman, Univ. of Oregon,

KEYNOTE ADDRESS

Claude Steele, Stanford University
*How Stereotypes Can Shape
Identity and Performance*

BRING-THE-FAMILY ADDRESS

Stephen Suomi
National Institutes of Health
Jumpy Monkeys

INVITED ADDRESSES

Eliot Smith, Purdue University
*Properties of Connectionist and Symbolic Representations:
Implications for Social Psychology*

Tom Pyszczynski, University of Colorado-Colorado Springs
*The Human Quest for Self-Esteem and Meaning: A New
Perspective on Unconscious Motivation*

Jennifer Crocker, University of Michigan
*Rescuing Self-esteem: A Contingencies of Self-worth
Perspective*

Lynne Reder, Carnegie Mellon University
*Relating Implicit and Explicit Memories: A Source of
Activation Confusion Account*

Kathryn Bock, University of Illinois
When Mind Meets Mouth

Timothy McNamara, Vanderbilt University
Spatial Memories, True & False

David Balota, Washington University
*Attentional Control and Memory in Dementia of the
Alzheimer's Type*

Rebecca Treiman, Wayne State University
The Foundations of Literacy

Steven Maier, University of Colorado
*The Immune System as a Sensory System: Implications for
Psychology*

Randall Reilly, University of Colorado
*Conjunctive Representations in Learning and Memory: Prin-
ciples of Cortical and Hippocampal Function*

Jerry Rudy, University of Colorado
*Stimulus Conjunctions, the Hippocampus and Contextual Fear
Conditioning*

Caryl Rusbult, University of North Carolina
Accommodation Processes in Close Relationships

Wayne Cascio, University of Colorado-Denver
*The Future World of Work: Opportunities and Challenges for
Psychological Science*

Neal Schmitt, Michigan State University
Adverse Impact: A Persistent Dilemma

Stephen Zaccaro, George Mason University
Recent Developments in Executive Leadership Theory

Janet Polivy, University of Toronto
*Paradoxical effects of self-change efforts: The 'False Hope
Syndrome'*

Thomas Borkovec, Pennsylvania State University
*The Nature and Psychosocial Treatment of Generalized Anxiety
Disorder*

G. Alan Marlatt, University of Washington
*Harm Reduction and the Clash between Behavioral Science and
U.S. Drug Policy*

William Grove, University of Minnesota
Clinical vs. Mechanical Prediction: A Meta-analysis

*as of January 1999; subject to change

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INVITED SYMPOSIA

Demand-Withdraw Couple Interaction: Contextual Perspectives on Problems and Change

Chair: Varda Shoham, University of Arizona

Presenters:

Andrew Christensen, Pamela McFarland, & Kathleen Eldridge;
University of California-Los Angeles

The Universality of the Demand-Withdraw Interaction Pattern

Amy Holtzworth-Munroe, Indiana University

Demand-Withdraw Communication and Husband Violence

Michael J. Rohrbaugh & Varda Shoham; University of Arizona

*Demand-Withdraw Interaction and the Ironic Maintenance of
Alcoholism*

Discussant: Robert W. Levenson, University of California-
Berkeley

Individual, Team, and Organizational Learning: Been There, Do That

Chair: Kurt Kraiger, University of Colorado-Denver

Presenters:

Eduardo Salas, Naval Air Warfare Center

Integrating Learning Theory and Training: Team Issues

Kevin Ford, Michigan State University

Integrating Learning Theory and Training: Individual Issues

Scott Tannenbaum, Executive Consulting Group, Inc.

*Integrating Learning Theory and Training: Organizational
Issues*

Discussant: Kurt Kraiger, University of Colorado at Denver

Hormonal Effects in Learning and Plasticity

Chair: Dale Sengelaub, Indiana University

Presenters:

Richard Thompson, University of Southern California

Estrogen Modulation of Hippocampal Plasticity

Jeri Janowsky, Oregon Health Sciences University

Hormones and Age-related Degenerative Diseases

Kathryn Jones, Loyola University Stritch School of Medicine

Hormones and Neuronal Regeneration

Inhibition and Disinhibition in Psychopathology

Chair: Peter R. Finn, Indiana University

Presenters:

Brett A. Clementz, University of California-San Diego

On Inhibitory Deficits in Schizophrenia

Nathan A. Fox, University of Maryland

*On Bio-behavioral Processes in Emotion and Behavioral
Inhibition in Children*

Gordon D. Logan, University of Illinois

On Inhibitory Deficits in ADHD

Peter R. Finn, Indiana University

*Inhibition and Disinhibition and Personality Risk for
Substance Abuse and Risky Behavior*

Information Sharing in Work Groups

Co-Chairs: Richard Moreland: University of Pittsburgh and
Linda Argote: Carnegie Mellon University

Presenters:

Susan Fussell, Robert Kraut and Javier Lurch, Carnegie
Mellon University

*Team Coordination and Performance: Shared Mental
Representations of Team Goals*

Deborah Gruenfeld, Northwestern University

*Relationships and Information Sharing: The Effects of Social
and Knowledge Ties*

Andrea Hollingshead, University of Illinois

*Transactive Memory and Information Exchange in Work
Groups*

Gwen Wittenbaum, Michigan State University

*You're so Competent! The Benefits of Communicating
Shared Information*

Title to be announced

Chair: Dierdre Knapp, HumRRO International, Inc

*Can Thinking About Emotions Change the Way We Study
Behavior in Organizations?*

Chair: Howard Weiss, Purdue University

CROSS CUTTING SYMPOSIA

Emotion Regulation Across the Life-Span

Co-Chairs: Robert Levenson, University of California-Berkeley and Carroll Izard, University of Delaware

Presenters:

Laura Carstensen, Stanford University

Carroll Izard, University of Delaware

John Gottman, University of Washington

Robert Levenson, University of California-Berkeley

Addiction Motivation: Behavioral, Cognitive, and Neurobiological Perspectives

Chair: Timothy Baker, University of Wisconsin

Presenters:

Terry E. Robinson, University of Michigan

Michael A. Sayette, University of Pittsburgh

Maxine Stitzer, Johns Hopkins University

Discussant: Timothy Baker

Reminder

Everyone who submitted presentations and posters for the 11th Annual APS Convention will be notified by mail of your status the first week of March.

Don't Forget the Website

Check the APS Website
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regularly for the most up-to-date information on
the convention.



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Last _____ *First* _____ *MI*

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1999 APS Convention in Denver

Schedule of Convention Events*

APS
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Wednesday, June 2

1-5PM
TBA
TBA

APS Board Meeting
SPSP Symposium
SPSP Reception/Social Hour

Thursday, June 3

8AM-7:30PM
8:30AM-NOON
9AM-5PM
9AM-5PM
9AM-5PM
9AM-5PM
10AM-4PM
6-7:30PM
7:30-9PM

APS Registration
APS Board Meeting
NIAAA Symposium
Academy of Psychological Clinical Science
APS Institute on the Teaching of Psychology
SPSP Conference
American Board of Professional Neuropsychology
APS Opening Ceremony & Keynote Address
APS Opening Reception & Poster Session I

Friday, June 4

7:30AM- 7PM
7-8:30AM
8AM-NOON
NOON-1:30PM
NOON-1:30PM
1:30-2:50PM
3-5PM
5-6PM
6:30-8PM
8-9PM

APS Registration
NIMH Junior Investigator Breakfast
APS Concurrent Sessions
APS Poster Session II and Federal Posters
Psi Beta Chapter & National Council Info. Exchange
APS Cross Cutting symposia
APS Presidential Symposium
APS Business Meeting
APS BTF Reception & Poster Session III
APS Bring-the-Family Address

Saturday, June 5

7:30AM-5PM
8AM-NOON
9:30-11AM
NOON-1:30 PM
1:30-3:20PM
3:30-5:30PM
5:30-8PM
5:30-7PM
6:30-8PM

APS Registration
APS Concurrent Sessions
Psi Chi Symposium
APS Poster Session IV
APS Cross Cutting symposia
APS Cross Cutting symposia
APSSC Symposium & Elections
Poster Session V
NIDA Symposium

Sunday, June 6

8-10AM
8AM-NOON
9AM-3PM
NOON-1:30PM

APS Registration
APS Concurrent Sessions
APS Workshop on Writing Psychology Textbooks
APS Cross Cutting symposia

*as of January 1999; subject to change

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Now you know why to go, Here is how you get there!

Special Rates

At APS, we continue to make affordable meetings our priority. Combination discounts on Teaching Institute and APS Convention registration fees once again will be available. This year we are delighted to offer hotel room rates at the Denver Adam's Mark Hotel of \$129 single or double occupancy (see page 21). The Adam's Mark Hotel is located in the heart of downtown Denver's shopping entertainment district, within walking distance of many historic and cultural landmarks and fashionable places to shop and dine.

Advance housing registration is strongly encouraged since an April 30, 1999, deadline for early registration has been set. After April 30, the Adam's Mark Denver does not guarantee that rooms will be available or that they will honor the special rate. Room reservations should be made on the official Housing Reservation Form (see page 21). Additional housing forms will be mailed upon request from the APS Office (202-783-2077).

Traveling By Plane

Passport Executive Travel (800-344-7944) is the official travel agency for the American Psychological Society's 11th Annual Convention being held in Denver, Colorado. They guarantee the lowest fares available at the time reservations are made. PET offers \$150,000 free flight insurance with each ticket issued. When making reservations, be sure to identify yourself as an attendee of the APS convention.

The following discounted airfares have been negotiated for your travel convenience. American and United Airlines are offering 5% off the lowest excursion fare and 10% off the coach fare. If reservations are booked at least 60 days prior you will receive an additional 5% off.

Please call Passport Executive Travel or contact American convention desk directly at 800-433-1790 and refer to AN#9959UC. When booking through United Airlines, please call Passport Executive Travel, or United's convention desk at 800-521-4041 and refer to File #525VT. In either case, please identify yourself as an APS convention attendee. Your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.

There is shuttle transportation from the Airport to the Adam's Mark Hotel for the cost of \$15 per person, one-way. Super Shuttle: 303-342-5454 (no reservations are required) or The Airporter: 303-333-5833 (no reservations are required).

Traveling By Car

APS and Avis invites attendees of the 11th Annual Convention to take advantage of discounted rental car rates. Advance reservations are required. To reserve a rental car, please call PET directly or Avis at 800-331-1600 and specify AWD#B159270.

- ❖ Exit Pena Blvd to I-70 West
 - ❖ I-70 West to I-25 South
 - ❖ I-25 South to East Colfax Ave exit (left)
 - ❖ East Colfax to Court Place (left)
 - ❖ Court Place, go 1 1/2 blocks and the Adam's Mark Hotel is on the right.
- *Cost for overnight parking at the Adam's Mark is \$15 per day

Traveling By Train

For train fares and schedules, call AMTRAK at 800-872-7245. This number operates 24 hours a day, 7 days a week. Trains arrive at Union Station, located at 1701 Wynkoop.

*For further information on Denver, the Denver Convention
and Visitors Association phone number is 303-892-1112.*

The Literature Review: A Resource for Beginning Researchers

Danny Richard
Graduate Advocate

Beginning researchers often strive to gain knowledge and understanding of a body of literature. Comprehending, condensing, and critically analyzing the research in a given area can be key to developing new research ideas. What student has not felt the frustration of hearing the statement, "That has been done already," about a once encouraging research idea? The accumulation of research in psychology continues at a staggering rate. A review of research cited in indices of psychological literature reveals that more than 100,000 articles have been published in the past 100 years in social psychology alone!

Researchers in social psychology currently add to that number approximately 3,000 documents published each year. The large quantity of research and the rate at which some specific areas advance make gaining knowledge of a research area overwhelming, especially for those who are just beginning to gain experience in the field.

The Literature Review

Literature reviews have become increasingly common over the past several years. The increase in psychological research as well as the development of standardized statistical procedures (i.e., meta-analysis) for the review of primary research results have fueled the popularity of the literature review in the behavioral sciences. The literature review seems particularly useful to the beginning researcher. Those unfamiliar with an area of the literature could obtain an overview and evaluation of the relevant research in the time it takes to read one article. Symons and Johnson (1997), for example, in one review article integrate 129 experimental findings from 43 primary research articles to demonstrate that self-referencing reliably improves memory. Such a comprehensive summary can be quite useful to students who need to quickly become familiar with an entire area of research.

There are two basic types of literature reviews: narrative and quantitative. Narrative reviews present a verbal retrospective of an area of research, recounting the relevant de-

velopments in the field and describing current trends. Authors who conduct narrative reviews rely upon their interpretation of the available information to draw conclusions about the research. Narrative reviews tend to include more evaluative information and qualitative analysis of research. Authors often list the characteristics of the included primary research articles, including the implementation of the independent variables, the measurement of the dependent variables, and a description of the differences in participants across studies. Narrative reviews would be most useful to those who are attempting to gather information about the typical research methods (i.e., operational definitions, manipulations, measurements, and participants) used by current researchers in the field. Information about the research topics which have already been addressed can also be obtained with ease.

Quantitative reviews such as meta-analyses, while typically retaining some narrative components, attempt to statistically summarize the results of conceptually similar primary research investigations. Meta-analysts typically combine estimates of treatment magnitude (effect-size) and identify relevant moderators of these effects. Results include an estimate of the overall magnitude of the effect. Occasionally, a meta-analysis will include an estimate of the variability of research findings in a topic area.

From the information in a meta-analysis, one can predict the magnitude of an experimental manipulation and, through the use of power analysis (Cohen, 1997), can determine the number of participants needed to detect differences between experimental groups. Knowledge of the variability of research findings helps the beginning researcher to anticipate research results different from those already reported by others.

Finding Literature Reviews

If a considerable amount of literature exists on a given topic, then, more often than not, some portion of the literature has received a meaningful review. Finding literature reviews can be as easy as finding primary research articles. When using the computerized version of *PsychLit*, try adding some of the

following terms to the search criteria: integrative review, meta-analysis, quantitative review, research review, or research synthesis. Searching the *Dissertation Abstracts* database can be fruitful since many literature reviews take the form of unpublished dissertations. Primary research articles often will cite relevant research reviews; therefore, finding the necessary information is as simple as looking in the reference list of an important research article.

Literature reviews also can be found by browsing through recent issues of major literature review journals (such as *Psychological Bulletin*).

One may find, however, that a review addresses only one section of the literature, and this one section may not apply directly to the research question of interest. In such cases, there are a few options one can explore. Extracting as much information as you can from the reviews that exist can provide more useful information than one might think.

Contacting the authors of the review (most efficiently via email) and asking them to address more specific questions also can be helpful. Most authors will view interest in their review as a compliment and can address your questions directly.

Literature reviews serve as effective tools for all researchers, but these reviews are especially useful to the beginning researcher. To learn more about narrative and quantitative reviews and their benefit to behavioral scientists, see Rosenthal (1991) and Cooper and Rosenthal (1980). ♦

References

- Cohen, J. (1997). A power primer. *Psychological Bulletin*, 112, 155-159.
- Cooper, H. M., & Rosenthal, R. (1980). Statistical versus traditional procedures for summarizing research findings. *Psychological Bulletin*, 87, 442-449.
- Rosenthal, R. (1991). Meta-analysis: A review. *Psychosomatic Medicine*, 53, 247-271.
- Symons, C. S., & Johnson, B. T. (1997). The self-reference effect in memory: A meta-analysis. *Psychological Bulletin*, 121, 371-394.

APSSC Student Grant Program

In an effort to support student research in psychology, the APSSC provides a funding source for APS student affiliates to conduct research in its initial development. The APSSC Student Grant Program offers partial financial support for various research expenses (e.g., the purchase of research materials) prior to data collection. Up to four awards (\$250 each) will be available to graduate student affiliates and up to five awards (\$100 each) will be available to undergraduate student affiliates. Research proposals in all areas of psychological science are welcome. Each research proposal will be evaluated by peers on the clarity in the presentation of ideas, the ability of the project to explain some psychological phenomenon, and the ability of the project to advance research in a specified area.

How to apply?

To have your research proposal considered for the APSSC Student Grant Program, submit the following information:

I. Cover Letter

Complete a cover letter including your name, current mailing address, telephone number, and email address, your area of research, your APS membership number (please contact the APS Membership Dept.: 202-783-2077), and the full name of others involved in the project.

II. Project Summary

Complete a typewritten (double-spaced, no more than 10 pages) project summary detailing the purpose and methodology of the proposed project. This summary should include the research project's title (without author's name) at the top of each page and sections addressing: 1) a summary of previous related research, specific justification for the current project, and a clearly stated hypothesis; 2) the proposed methodology; 3) the possible theoretical implications of the research.

III. Review Board Approval

Send verification that the research has been approved by either the Human Subjects Review Board or by the Animal Subjects Review Board (as applicable).

Send the above materials including a total of four copies of the project summary to: Danny Richard, Attn: APSSC Student Grant Applications, Department of Psychology, Texas Christian University, TCU Box 298920, Fort Worth, TX 76129.

All materials must be postmarked by March 1, 1999 to be considered for this year's Student Grant Program. Additional questions regarding the program or awards can be directed to Danny Richard at the above mailing address or via email at: fdrichard@delta.is.tcu.edu.

HOT SITE

See your APS poster or presentation abstracts on the Internet! Thanks to a site maintained by the Hanover College Psychology Department, you can browse or search conference proceedings for APS conventions from 1994-1998. Included are descriptions of programs, presenters, and institutional affiliations. This is a great way of accessing reference or contact information!

Visit it today at <http://psych.hanover.edu>, then click on Online Journals, Conference Proceedings, and APS Convention Abstracts and Programs. Have you run across a web site you think might be of interest to other students? If so, please contact Karen Falla (tfal5939@aol.com).

Visit us at our Web Site!

<http://>

psych.hanover.edu/APS/APSSC/apssc.html

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Each Executive Council Member welcomes students and others to contact them about any concerns relevant to the member's respective office.

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Organizational Profile

Australian Psychological Society

Origins and Purpose

The Australian Psychological Society Limited (APS) was formed in 1966. In 1945, however, Australian Psychologists formed the Australian Overseas Branch of The British Psychological Society, the precursor of the present Society. The *History of APS and Australian Psychology 1944-1994* is currently being written. The APS is the premier body representing the interests of the profession and the science of Psychology nationwide. It has a membership of over 12,600 and is recognized nationally and internationally. The APS promotes, advances and represents psychology and psychologists within the context of improving community well-being and scientific knowledge.

Membership

Full membership requires six years of university training in Psychology (Honors degree or equivalent, plus postgraduate degree). Annual dues for full Members start at AUS\$270 with additional fees for membership of the Society's subordinate units. The annual dues include a subscription to the bimonthly magazine *In-Psych* and to one of the journals, the *Australian Psychologist* or the *Australian Journal of Psychology*. Additional journals can be subscribed to individually.

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BACKGROUND

Psychology in Australia encompasses both the science and the profession. The APS mirrors the distinction through the Directorates of Professional Affairs (DPA) and the Directorate of Scientific Affairs (DSA) respectively. The former has as its constituents members of the APS Colleges which are speciality groups within the Society representing various expert fields of professional psychology including Clinical Neuropsychologists, Clinical Psychologists, Community Psychologists, Counselling Psychologists, Educational and Developmental Psychologists, Forensic Psychologists, Health Psychologists, Organizational Psychologists and Sport Psychologists. The DSA has members in the Division of Research and Teaching, which supports and promotes basic, applied and strategic research, and advances and achievements in teaching.

An APS national Conference is held annually. The Annual General Meeting of the Society is held in conjunction with the conference. The 34th APS Annual Conference is scheduled to be held in Hobart, Tasmania from September 29 to October 3, 1999. Invited keynote speakers are: Norman Feather, Winner of the APS Distinguished Scientific Contribution Award, (Flinders University of South Australia), Professor John Kilstrom (University of California), Professor Mary Luszcz (Flinders University of South Australia), and Professor John Weinman (Guy's Hospital, London). The conference foci are Health issues, Mental processes and cognition, Gerontology, and Organizational and Social Psychology.

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So mark it now and check it often, because you never know what you might find at the American Psychological Society!



APS Members In the News . . .

The news media in recent weeks have featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The *Observer* urges readers to submit such items for publication in future issues of this column.

Toni Antonucci, Univ. of Michigan, *The Washington Post*, Nov. 24, 1998: Friendship

Bennett I. Bertenthal, National Science Foundation, *Anthropology Newsletter*, November 1998: The future of anthropological research

Arline Bronzaft, City Univ. of New York-Lehman College, *ABC News*, Dec. 3, 1998: Environmental noise and its effects on children's reading

Maggie Bruck, McGill Univ., *48 Hours*, Oct. 29, 1998: Children and testimony

Ester S. Buchholz, New York Univ., *Cooking Light*, November 1998: Rituals as a gateway to spirituality and self-discovery

Brad J. Bushman, Iowa State Univ., *20/20*, Dec. 2, 1998: Self esteem and aggression in children; *abcnews.com*, Dec. 10, 1998: Advertising and violence on television

Jennifer Butler, Case Western Reserve Univ., *abcnews.com*, Nov. 13, 1998; *The New York Times*, Nov. 17, 1998; *The Washington Post*, Jan. 4, 1999: Strangers and your behavior during a performance

Wayne Camara, The College Board, *The Washington Post*, Nov. 25, 1998: The impact of SAT coaching

Thomas F. Cash, Old Dominion Univ., *Fitness*, December 1998: Self-esteem and body image

Jude Cassidy, Univ. of Maryland, *The Washington Post*, Nov. 24, 1998: Attachment theories

Peter B. Crabb, Penn State Univ., *The Boston Globe*, Oct. 29, 1998: Public perceptions of the U.S. Space Shuttle program

Gary Evans, Cornell Univ., *Psychology Today*, October 1998; *ABC News*, Dec. 3, 1998: Environmental noise and its effects on children's reading

Bernardo M. Ferdman, California School of Professional Psychology, *Employee Relations Bulletin*, Nov. 21, 1998: Multiculturalism in organizations

Ellen Frank, Univ. of Pittsburgh's Western Psychiatric Institute, *The New York Times*, Nov. 24, 1998: Short and long treatment therapy

David C. Funder, Univ. of California-Riverside, *ABC-TV 20/20*, Nov. 6, 1998: First impressions of personality

John Gabrieli, Stanford Univ., *abcnews.com*, Nov. 23, 1998: Brain scans and ADD

Susan Goldin-Meadow, Univ. of Chicago, *The Washington Post*, Nov. 30, 1998: Using gestures when speaking

Mark Goldman, Univ. of South Florida, *The Washington Post*, Dec. 9, 1998: College student drinking

Lee Herring, National Science Foundation, *The New York Daily News*, Nov. 10, 1998: Federal funds in science education reform

Kenneth Howard, Northwestern Univ., *The New York Times*, Nov. 24, 1998: Measuring patients improvement in therapy

Seppo E. Iso-Ahola, Univ. of Maryland-College Park, *Fox 5 TV News*, Oct. 20, 1998: Motivational problems of Washington Redskins

Jana M. Iverson, Indiana Univ., *The Washington Post*, Nov. 30, 1998: Using gestures when speaking

Robert Jensen, Southern Illinois Univ., *The New York Times*, Dec. 22, 1998: Lasting memories

Martin Keller, Brown Univ., *abcnews.com*, Nov. 18, 1998: Treatment for depression

David Kenny, Univ. of Connecticut, *ABC-TV 20/20*, Nov. 6, 1998: First impressions of personality

Charles Kimble, Univ. of Dayton, *Psychology Today*, October 1998: Emotions

George F. Koob, Scripps Research Institute, *Science*, Oct. 9, 1998: Cocaine addiction; *The Washington Post*, Nov. 26, 1998: Alcoholism and Neuropeptide Y

Robert M. Krauss, Columbia Univ., *The Washington Post*, Nov. 30, 1998; *Good Morning America*, Dec. 10, 1998: Gesturing

Linda LaGasse, Brown Univ., *Science*, Oct. 23, 1998: Cocaine exposure and children

Richard P. Lanthier, Texas Tech Univ., *Family Life*, December 1998/January 1999: Children and personality

Alan I. Leshner, National Institute on Drug Abuse, *The Washington Post*, Dec. 15, 1998: Teenagers and drug abuse; *The Washington Post*, Jan. 4, 1999: Memory and Ecstasy use

Athina Markou, Scripps College, *The Washington Post*, Dec. 15, 1998: Teenagers and drug abuse

James McGaugh, Univ. of California-Irvine, *The New York Times*, Dec. 22, 1998: Lasting memories

Linda Mealey, Univ. of Queensland, *Courier Mail (Brisbane)*, Dec. 8, 1998: Development of preference for waist-hip-ratio; *Courier Mail (Brisbane)*, Nov. 16, 1998; *Gatton Lockyer and Brisbane Star*, Nov. 18, 1998; *The Age*, Nov. 20, 1998: Preference for facial symmetry

Carole Rayburn, *Mademoiselle*, December 1998: Women and stress

Steven Reiss, Ohio State Univ., *Psychology Today*, October 1998: Desire and behavior

Colin H. Sacks, Diablo Valley College, *Phi Delta Kappan*, February 1998: Importance of phonics

Simone Schnall, Clark Univ., *The Chicago Tribune*, Nov. 1, 1998: PMS and emotions

Ronald Seifer, Brown Univ., *Science*, Oct. 23, 1998: Cocaine exposure and children

Timothy Smith, Univ. of Utah, *The New York Times*, Nov. 17, 1998: Marital distress and heart attacks

Robert Solso, Univ. of Nevada, *The London Guardian*, Nov. 19, 1998; *New Scientist*, Dec. 5, 1998: Eye movements

Claude M. Steele, Stanford Univ., *The Chronicle of Higher Education*, Oct. 30, 1998: African Americans and SAT scores

Hans Strupp, Vanderbilt Univ., *The New York Times*, Nov. 24, 1998: Effects of therapy

Henry S. Terrace, Columbia Univ., *The Chronicle of Higher Education*, Oct. 30, 1998: Teaching monkeys to count

Todd E. Thiele, Univ. of Washington, *The Washington Post*, Nov. 26, 1998: Alcoholism and Neuropeptide Y

Chandan J. Vaidya, Stanford Univ., *abcnews.com*, Nov. 23, 1998: Brain scans and ADHD

Judith White, Harvard Univ., *Harvard Magazine*, November-December 1998: Horizontal hostility and minorities

Announcements

AWARDS

Rolex Seeks Applicants for Year 2000 Awards Program—Montres Rolex launched the application phase of the next series of the Rolex Awards for Enterprise. The Awards are open to anyone, of any age and from any country. It recognizes and honors individuals undertaking ground-breaking projects in one or more of the following five fields: science and medicine, technology and innovation, exploration and discovery, environmental management/conservation, and cultural heritage. The Rolex Awards for Enterprise program encourages feasible, innovative projects. The financial prize reward is designed to help these individuals complete their work. Prospective applicants for the Year 2000 Rolex Awards for Enterprise can write for information or an application for to: Rolex Watch U.S.A., Attention: RAE Department, 665 Fifth Ave., New York, NY 10022. Information and application forms are also available at the Rolex Awards for Enterprise website, which is located at www.rolexawards.com. Deadline: July 31, 1999.

CALL FOR PAPERS

Call for Papers: The Kenneth E. Clark Research Award The Center for Creative Leadership is sponsoring the **Kenneth E. Clark Research Award**—one for best undergraduate paper, and one for best graduate paper. This is part of our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center. The winners of these awards will receive a prize of \$1,500 and a trip to the Center to present the papers in a colloquium. Submissions may be either empirically or conceptually based. Nontraditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1999 award is "The Dynamics and Contexts of Leadership", which includes issues such as: (a) leadership during times of rapid change, (b) cross-cultural issues in leadership, (c) leadership in team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership. Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of

the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center. Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student, and stating the nature of the student's status (i.e. undergraduate or graduate). Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers, and also indicate whether it is for graduate or undergraduate award category. Papers are limited to 20 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the Publication Manual of the APA. In the absence of papers deemed deserving of the awards, the awards may be withheld. Entries (accompanied by faculty letters) must be received by Aug. 27, 1999. Winning papers will be announced by Oct. 29, 1999. Entries should be submitted to: Cynthia McCauley, Acting Vice President New Initiatives, Center for Creative Leadership, One Leadership Place, PO Box 26300, Greensboro, NC 27438-6300.

Eighth Conference on Computer Generated Forces and Behavioral Representation will be held in Orlando, Florida May 11-13, 1999. The CGF&BR is an annual event providing a forum for the exchange of information on computer generated forces and the representation of behavior within these forces. The conference consists of a series of special sessions focused on different aspects of the CGF field. The CGF&BR enables users of computer generated forces and technical communities to meet, share ideas and experiences, and identify gaps in current capabilities as well as enabling technologies. **ABSTRACT SUBMISSION INFORMATION:** The CGF&BR invites papers on issues affecting the representation of behavior in models and simulations. Abstracts are reviewed and selected for consideration by the Conference Committee. Papers may be selected for presentation or for publication only. Individuals who wish to present papers should review the abstract submission form provided at the CGF&BR web site at <http://www.sisostds.org/cgf-br/index.htm>. **CONTACT:** Allison Griffin, AGRIFIN@ist.ucf.edu, tel: 407-658-5033, fax: 407-658-5059. **IMPORTANT DATES:** Papers due in electronic and camera-ready form March 19, 1999. Presentations due in electronic form: May 7, 1999. Hotel reservation forms will be posted on the CGF&BR

web site along with Workshop reservation materials. **REGISTRATION.** Registration information is available at the CGF&BR web site at <http://www.sisostds.org/cgf-br/8th/index.htm>. The registration fee is \$150.00.

Call for papers and poster sessions dealing with clinical and research applications of Adlerian Psychology, to be presented at the **American College of Counselors 1999 Symposium** to be held in Chicago, IL, October 21-24. Deadline for proposal submission, April 30, 1999. For proposal guidelines and symposium participation details, please contact Robert W. Hotes, ACC 824 South Park Avenue, Springfield IL, 62704.

FELLOWSHIPS

Fellowship Program in Child and Family Policy The Center for Young Children and Families at Teachers College, Columbia University, is pleased to announce that the sixth year of summer fellowship program for doctoral students. Putting Children First is a Fellowship Training Program in Child and Family Policy with a developmental perspective, which provides the opportunity to link academic learning across disciplines with interests in social policy. In cooperation with the Society for Research on Adolescence (SRA) and the Society for Research in Child Development (SRCD), Putting Children First offers full-time summer placements for 8 weeks in a variety of policy settings in New York City government and nonprofit agencies. Fellows also attend weekly seminars at Columbia University at the Center for Young Children and Families, with leading policy scientists and practitioners under the leadership of J. Brooks-Gunn, Ph.D. Application deadline is April 2, 1999. Fellowship will begin on Jun 7th and end on July 30th. Fellows receive a \$2,800 stipend and a \$250 travel grant. Financial assistance available for University housing. To apply, send a 3-page statement describing your interest in policy and research, a current resume, 2 letters of recommendation, and a self addressed stamped post card. For further information, contact: Lisa O'Connor, Center for Young Children and Families, Teachers College, Columbia University, Box 39, 525 W. 120th Street, New York, NY, 10027, (212) 678-3591. All phone messages left at Center must include your full mailing and email addresses.

Do you have
something you
would like to announce?

Email your
announcement to:
kbourke@aps.
washington.dc.us

Meeting Calendar

March

The 13th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations

Ellenville, New York
March 17-19, 1999
Contact: Gene Indenbaum, Department of Psychology, SUNY Farmingdale, Farmingdale, NY, 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Indenbea@Farmingdale.edu

Ninth Annual Rotman Research Institute Conference

Toronto, Canada
March 24-26, 1999
Contact: Sylvia Teaves, Rotman Research Institute, tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: conference@rotman-baycrest.on.ca; www.rotman-baycrest.on.ca

19th National Conference Anxiety and the Millennium: A View from the Past to the Future (ADAA)

San Diego, California
March 25-28, 1999
Contact: 301-388-0100

April

Cognitive Neuroscience Society Annual Meeting

Washington, DC
April 11-13, 1999
Contact: Tara Miller, tel.: 631-646-1189; email: cns@dartmouth.edu; www.dartmouth.edu/~cns.

Undergrad Research Posters on the Hill

Washington, DC
April 14, 1999
Contact: www.cur.org

American Association of Suicidology Annual Meeting (AAS)

April 14-17, 1999
Contact: AAS 202-237-2280

4th April Dialogue

April 15-17, 1999
Arlington, Virginia
Contact: Council on Undergraduate Research, 734 15th Street, NW Suite 550, Washington, DC 20005; tel.: 202-783-4810; fax: 202-783-4811; www.cur.org

Society for Research in Child Development

Albuquerque, New Mexico
April 15-18, 1999
Contact: 734-998-6578; srcd@umich.edu

May

88th Annual Meeting for the American Psychoanalytic Association

May 7-16, 1999
Contact: American Psychoanalytic Association 212-752-0450

Eighth Conference on Computer Generated Forces and Behavioral Representation

Orlando, Florida
May 11-13, 1999
Contact: Allison Griffin, AGRIFFIN@ist.ucf.edu, tel.: 407-658-5033; fax: 407-658-5059; http://www.sisostds.org/cgf-br/index.htm

American Psychiatric Association

Washington, DC
May 15-20, 1999
Contact: http://www.psych.org/sched_events/ann_mtg_99/

Third International Conference on Cognitive and Neural Systems

Boston, Massachusetts
May 26-29, 1999
Contact: http://cns-web.bu.edu/cns-meeting/ or Cynthia Bradford, CNS Dept., Boston Univ., 677 Beacon Street, Boston, MA 02215; fax: 617-353-7755; email: cindy@cns.bu.edu

June

American Psychological Society *See pp. 20-27 for more.*

Denver, Colorado
June 3-6, 1999
Contact: Willie Benjamin, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: wbenjamin@aps.washington.dc.us

International Society for the History of Behavioral and Social Sciences

Ottawa, Ontario
June 10-13, 1999
Contact: Ellen Herman, tel.: 541-346-3118; fax: 541-346-4895; email: eherman@darkwing.uoregon.edu

Seventh Annual Congress on Women's Health

Hilton Head, South Carolina
June 12-16, 1999
Contact: tel.: 914-834-3100

The Association of Genocide Scholars

Madison, Wisconsin
June 13-15, 1999
Contact: Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187; tel.: 757-221-3038; fax: 757-221-1868; Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada.

The International Association for Conflict Management

San Sebastian, Spain
June 20-23, 1999
Contact: William P. Bottom, Olin School of Business, Washington University, One Brookings Drive, St. Louis, MO 63130; tel.: 314-935-6351; fax: 314-935-6359; email: bottom@mail.olin.wustl.edu

5th International Conference on Functional Mapping of the Human Brain

Dusseldorf, Germany
June 23-26, 1999
Contact: CPO Hanser Service; tel.: 49 40 670 88 20

CUR Annual Councilor Meeting

Duluth, Minnesota
June 23-26, 1999
Contact: www.cur.org.

5th International Conference on Functional Mapping of the Human Brain

June 23-26, 1999
Contact: CPO Hanser Service +49-40-670-88 2-0

Association for Health Services Research 16th Annual Meeting

June 27-29, 1999
Contact: AHSR 202-223-2477

1999 Summer Institute Family Research Consortium III

Bretton Woods, New Hampshire
June 24-27, 1999
Contact: Dee Frisque, tel.: 814-863-7108; fax: 814-863-7109; email: dmr10@psu.edu

3rd Australian Industrial and Organizational Psychology Conference

Brisbane, Queensland, Australia
June 26-27, 1999
Contact: Conference Secretariat, tel.: 61 7 3846 5858; fax: 61 7 3846 5859; email: kcross@eventcorp.com.au; http://www.ozemail.com.au/~evc/iop

Animal Behavior Society

Lewisburg, Pennsylvania
June 26-July 1, 1999
Contact: Michael Pereira, tel.: 717-524-1430; mpereira@bucknell.edu; www.cisab.indiana.edu/ABS/index.html

Eleventh Annual Conference of the International Society for Humor Studies

Oakland, California
June 29- July 3, 1999
Contact: Martin D. Lampert, Psychology Dept., Holy Names College, 3500 Mountain Blvd., Oakland, CA 94619-1699; tel.: 510-436-1699; email: humor99@academ.hnc.edu; http://www.hnc.edu/events/humor99

July

Behavior Genetics Association

Vancouver, British Columbia, Canada
July 3-7, 1999
Contact: Richard J. Rose, Dept. of Psych., Indiana Univ., Bloomington, IN 47405-1301; fax: 812-855-4691; email: rose@indiana.edu

International Society for the Study of Individual Differences

Vancouver, British Columbia, Canada
July 5-9, 1999
Contact: Kerry L. Jang, tel.: 604-822-7895; fax: 604-822-7756; email: kjang@unixg.ubc.ca

Announce your meeting in the *APS Observer*.
Email information to: kbourke@aps.washington.dc.us

American Psychological Society 1999 Member Application

(The membership dues below are valid through 12/31/99.)

Check one:

- This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)
 This is to change my membership record. (Return to: APS, 1010 Vermont Ave, NW, Ste 1100, Washington, DC 20005-4907)



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 (spell out)

Education _____
 Highest Degree _____ Year of Degree _____ Institution (spell out) _____

Major Field (circle one): Biological / Physiological ♦ Cognitive ♦ Clinical / Counseling / School ♦ Developmental ♦ Educational
 Experimental ♦ General ♦ I/O ♦ Personality / Social ♦ Quantitative

Specialty Area _____ Email Address _____

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| <input type="checkbox"/> Spouse (No journals) | \$59 |
| Spouse name _____ | |
| <input type="checkbox"/> Student | \$48 |
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| <input type="checkbox"/> Postdoc or First-year PhD | \$74 |
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OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ February 1999

ALABAMA

ACADEMIC CHILD CLINICAL PSYCHOLOGIST, AUBURN UNIVERSITY. The Department of Psychology invites applications for a tenure track Assistant Professor position from individuals with research interests in the general areas of Child Clinical Psychology, have a Ph.D., and are license-eligible. The Department is especially interested in recruiting a faculty member who will add to our cultural diversity. Women and members of minority groups particularly are encouraged to apply. A commitment to excellence in undergraduate and graduate education will be important as well as an ability to establish and sustain an independent research program. The department has 21 full-time faculty and has graduate programs in the experimental analysis of behavior, industrial/organizational psychology, and clinical psychology. Three of the current faculty have a specialized interest in child clinical psychology and developmental psychopathology. Applicants should submit vita, reprints/preprints, a statement of teaching and research interests, and three letters of recommendation to: Steven K. Shapiro, Ph.D., Chair, Clinical Search Committee, Department of Psychology, 226 Thach Hall, Auburn University, AL 36849. Review of applications will begin February 15, 1999 and continue until a candidate is recommended for appointment. *Auburn University is an Equal Opportunity/Affirmative Action Employer.* **AL1**

ARKANSAS

THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK (UALR) seeks applications for two anticipated tenure-track positions beginning fall 1999. **Assistant Professor Health Psychology-** We are particularly interested in candidates who are prepared to assume a leadership role in developing a health psychology track within our

existing masters degree program in applied psychology and who have a commitment to teaching at the graduate and undergraduate level. Responsibilities would include participating in the development of health psychology curriculum, supervising graduate and undergraduate research, establishing and coordinating graduate practice/internships, teaching graduate and undergraduate courses particularly in area of specialization, and establishing a productive research program in health psychology/behavioral medicine. Candidates are expected to have completed the Ph.D with a focus on the clinical, developmental or neuropsychological aspects of health psychology. Special consideration will be given to applicants who are licensure eligible.

Assistant Professor-Graduate Coordinator Neuropsychology/Cognitive Neuroscience- This position is available pending funding. We are particularly interested in candidates who are prepared to make significant contributions to the design, development and assessment of the health psychology track within our existing masters degree program in applied psychology, committed to graduate and undergraduate teaching and show a strong potential for assuming the duties of graduate coordinator. Responsibilities would include participating in the development of courses in neuropsychology/cognitive neuroscience, supervising student research, teaching physiological psychology and other courses at the graduate level and undergraduate level and establishing a productive research program in the area of specialization. Candidates are expected to have completed the Ph.D with a focus on neuroscience broadly defined. Special consideration will be given to applicants who have successfully secured extramural funding, are licensure eligible and who have long term interests in assuming administrative responsibilities for the graduate program. UALR is a metropolitan university in the geographic and popu-

lation center of the state. Numerous facilities within the greater Little Rock area afford abundant resources for collaborative research and graduate student internship placements. These include a medical school, one of the largest VA hospitals in the country, a toxicology research center, a nationally recognized children's hospital and a variety of general and psychiatric hospitals. In addition, Little Rock and the surrounding areas offer many cultural and recreational activities including a symphony orchestra, a repertory theater, a revitalized riverfront complex, museums, a zoo, annual jazz, blues, rock and folk festivals, a wide variety of ethnic restaurants, camping and hiking in the Ozark and Ouachita mountains, whitewater canoeing, excellent lake and river fishing, etc. Candidates should submit a letter of application, a statement of professional objectives, curriculum vita, three letters of recommendation, evidence of teaching expertise, and reprints/preprints to Search Coordinator, Department of Psychology, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204. **Review of applications will commence immediately and continue until the position is filled.** *The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, Vietnam era veterans and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.* **AR1**

TWO FACULTY POSITIONS: The **ARKANSAS CHILDREN'S NUTRITION CENTER** invites applicants for two tenure-track positions at the Assistant, Associate or Full Professor level. This nationally funded U.S.D.A. **HUMAN NUTRITION RESEARCH CENTER** is located at **ARKANSAS CHILDREN'S HOSPITAL (ACH)**, the sixth largest children's hospital

in the U.S. and a research and teaching hospital of the **UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**. We are seeking a person to head the psychophysiology laboratory and another to work the same or related area of CNS function. Persons with the following credentials are invited to apply: experience in psychophysiology, particularly in evoked potentials and other physiological measures, papers in a peer reviewed journals, and current grant support. A background or serious interest in cognitive developmental psychology is important. The plan is to obtain someone who would spend 50-100% of their time in nutritional studies related to psychophysiology and behavior and/or up to 50% on other projects of the applicants choice. The plan is negotiable. ACH provides opportunities for research with a large variety of subjects (e.g., autism, ADHD, learning disabilities, cystic fibrosis, prematurity, low birth weight, etc.) including normal youngsters. There are some current longitudinal nutrition research projects in which the successful applicant would be expected to collaborate. The current psychophysiology staff includes a senior investigator, research associate, laboratory technician, dietician, subject recruiter, psychological examiner, and a consultant electrical engineer with a background in signal processing. Cross-program and cross-department collaboration is possible and is encouraged. We are an equal opportunity employer. If interested contact Dr. Thomas Badger (501-320-2785) or Ross Dykman (501-320-3342). **Observer AR2**

CALIFORNIA

ASSISTANT or ASSOCIATE PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY, SAN JOSE STATE

See Subject Index and the index instructions on page 48.

UNIVERSITY. Tenure track position beginning Fall 1999. Requirements: Ph.D. in I/O psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: organizational development, organizational behavior, management psychology, leadership, team building, personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in I/O psychology and one or more of the following content areas: social, personality, research methods, statistics; developing and maintaining an active research program; supervising graduate student internships and theses. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: I/O Recruitment Committee (PVIN SS 99-62), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120. Review of applicants begins February 1, 1999 and will continue until the position is filled. *SJSU is an Equal Opportunity Employer. CA1*

Developmental Research Postdoc, UNIVERSITY OF CALIFORNIA, SANTA CRUZ. Applications are invited for a two-year postdoctoral traineeship (post-PhD) in sociocultural approaches to development, to begin Fall 1999 (pending funding for two postdocs). The trainee will develop research of mutual interest in collaboration with program faculty, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. The program faculty include Professors Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, and Thorne. Send a vita, a statement of research interests and career goals, and reprints, and request at least three letters of recommendation to be sent before March 1, 1999, to: Dr. Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. *Minorities are*

especially encouraged to apply. CA2

RIO HONDO COLLEGE, Whittier, CA has a full-time, tenure track Psychology Instructor position available. MA required. Assignment may include teaching courses as assigned during day and evening hours and would require the ability to teach all psychology courses currently in our catalog. Closing Date: March 10, 1999. Salary dependent upon academic background and education experience. Starting date August 1999. Call Job Line (562) 692-3677 or (562) 908-3405 H.R. *EEO.CA3*

ASSISTANT PROFESSOR, PHYSIOLOGICAL PSYCHOLOGY or NEUROSCIENCE, SAN JOSE STATE UNIVERSITY. Tenure track position beginning Fall 1999. Requirements: Ph.D. (or Ph.D. completed before position begins) in experimental psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is desired: physiological psychology, neuroscience, biopsychology, or biological/health psychology. Duties include teaching undergraduate and graduate courses in research methods, statistics, and introductory biopsychology and one or more of the following areas: neuroscience, health psychology, experimental psychology, learning, and computer applications. Teach and supervise graduate students in the MA program, including supervision of masters theses. Also required: Awareness of and sensitivity to the educational goals of a multicultural population; interest in teaching students with nontraditional or ethnically diverse backgrounds. Send application letter, vita, and three letters of recommendation to: Physiological/Neuroscience Recruitment Committee (PVIN SS 99-73), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120. Review of applicants begins February 15, 1999 and will continue until the position is filled. *SJSU is an Equal Opportunity Employer. CA4*

SCHOOL OF EDUCATION UNIVERSITY OF CALIFORNIA, RIVERSIDE



Educational Psychology/ Quantitative Methods:

The University of California, Riverside is seeking applicants with (a) a teaching and research specialization in student learning and instructional/teaching processes in the classroom, and (b) a strong quantitative background and ability to teach research methods and measurement. Candidates ideally would be involved in applied research in the classroom. Candidates must have an earned doctoral degree in a relevant specialty in education or psychology and must present evidence of an active program of research and strong record of effective teaching. Job responsibilities include teaching and advising both M.A. and Ph.D. students and contributing to program development in the School of Education. The Educational Psychology program includes faculty interested in the reading-writing process and acquisition of literacy, cognition and instruction, achievement motivation, cognitive and social development, individual differences, and assessment. Open rank position.

School Psychology: The University of California, Riverside announces a tenure track position at either the Associate or Full Professor level beginning in Fall 1999. They are especially interested in persons having a behavioral orientation and who possess training, experience, and research interests in applied behavior analysis and functional assessment strategies for children and adolescents at-risk or who have high-incidence disabilities. The UCR School Psychology Program embraces a scientist-practitioner model of training and emphasizes the preparation of students for leadership positions in higher education and/or school settings. Responsibilities include (1) graduate teaching, (2) engagement in an active program of research, (3) contribution to program development in the School of Education, (4) research supervision of Ph.D. students in school psychology, (5) clinical supervision, and (6) supervision of doctoral dissertations. Qualifications are (1) earned doctorate in school psychology, (2) eligibility for a credential as a school psychologist in California, (3) a record of scholarly productivity, (4) previous experience as a school psychologist, and (5) experience in obtaining extramural funding.

Application Process: Search Committee review of credentials will begin on March 15, 1999. The search will remain open until the position is filled. Candidate must identify rank applied for. Candidates are asked to have at least three reference letters sent directly to the search committee chair and to submit a current vitae and a sampling of relevant scholarly writing.

Dr. Richard Newman, Chair
Educational Psychology
Search Committee
School of Education
University of California
Riverside, CA 92521-0128
(909) 787-4142/5840
richard.newman@ucr.edu

Dr. Frank Gresham, Chair
School Psychology
Search Committee
School of Education
University of California
Riverside, CA 92521-0128
(909) 787-4516/5840
frank.gresham@ucr.edu

THE UNIVERSITY OF CALIFORNIA, RIVERSIDE
IS AN EQUAL OPPORTUNITY, AFFIRMATIVE
ACTION EMPLOYER.

CA8

Postdoctoral fellowships in Health Psychology. The UCLA Health Psychology Program has two NIMH postdoctoral fellowships open to begin anytime through fall, 1999. Appointments are for one-year with possible one-year continuation. We seek U.S. residents with Ph.D.s from APA accredited programs in any area of Psychology with strong methodological and statistical training. Applicants with interests in HIV/AIDS, stress and coping, psychology of eating, women's reproductive health, or psychoneuroimmunology are encouraged to apply. Send curriculum vitae, 3 letters of reference, and selected reprints to Dr. Christine Dunkel-Schetter, Department of Psychology, University of California Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90095-1563 by March 1st. *Underrepresented minorities are encouraged to apply.* CA5

Advanced Research Associate: The Spoken Language Processes Laboratory of the **HOUSE EAR INSTITUTE** (a private non-profit research institute) has an opening for a full-time scientist to participate in NIH- and NSF-funded research on auditory, visual, and vibrotactile speech perception and word recognition. The position is available immediately. Qualifications include a Ph.D. in a relevant academic area such as speech perception and psycholinguistics. Candidates with strong background in experimental methods, statistics, and mathematics are being sought. Competitive salary scale. Applicants should send curriculum vitae and three reference letters to: Dr. L.E. Bernstein, House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057. CA6

UCLA's Neuropsychiatric Institute (a multidisciplinary research institute), in conjunction with the Department of Psychiatry and Biobehavioral Sciences, seeks a **SOCIAL SCIENTIST** with primary research interests in culture and its relationship to immigration, family, and/or mental health. A record of or active plans for substantial extramural research support in one or more of these fields is required. Successful candidate will join an established interdisciplinary Center for Culture and Health in the Neuropsychiatric Institute; current extramural funding in the Center is

\$7 million. The Center encompasses seven senior faculty; affiliated faculty in anthropology, education and psychology; field research and statistical support; and grants administration assistance. Partial list of current studies in the Center: culture and schooling; disability and mental retardation; ethnicity and immigration; families and children at risk; and research in bio-ethics and new reproductive technologies. Candidates must possess expertise in combined applications of qualitative and quantitative research methods. Teaching responsibilities are primarily at the graduate and postdoctoral level; candidates should have demonstrated excellence in teaching and mentoring. Rank and series commensurate with background and experience. Send curriculum vitae, a cover letter detailing experience and future interests, and names and complete addresses of three individuals who can provide letters of recommendation [do not request letters] to: Cynthia Brooks, Search Coordinator, Social Scientist Search Committee, UCLA, Psychiatry Academic Personnel Office, 760 Westwood Plaza, Los Angeles, CA 90024-1759. *UCLA is an EOE.* CA7

CONNECTICUT

TENURED APPOINTMENT, SOCIAL-PERSONALITY PSYCHOLOGY: The Department of Psychology at **YALE UNIVERSITY** seeks to make a tenured appointment at either the full or associate professor level in the general areas of social or personality psychology. Applicants from all areas of specialization within social-personality psychology will be considered. The candidate should have an international reputation in his or her field of specialization. We also seek in this candidate someone who can contribute effectively to both the undergraduate and graduate teaching programs of the University. *Yale University is an equal opportunity/affirmative action employer and applications from women and minority group members are especially encouraged.* Applicants should send a letter of application, a curriculum vita, one copy of selected publications, and names of potential references to the Chair, Senior Social Search Committee, Department of Psychology, Yale University, 2 Hillhouse Av-

enue, P.O. Box 208205, New Haven, CT 06520-8205. Applications must be received by February 15, 1999. CT1

FLORIDA

UNIVERSITY OF MIAMI invites applications for a tenure-track Assistant Professor position to begin August, 1999. We are especially interested in candidates whose work focuses on ethnic minority issues and who can contribute to our community-based research and outreach programs. The successful candidate will have a Ph.D. in Psychology and show promise as an excellent classroom instructor and researcher. Duties include: teaching at the graduate and undergraduate levels, establishing an independent research program, mentoring graduate students, and maintaining involvement in community outreach. The University of Miami is a private, independent research university with over 13,000 undergraduate and graduate students. The Department of Psychology has 40 full-time faculty members and has graduate programs in: applied developmental, behavioral medicine, behavioral neuroscience, adult clinical, child clinical, pediatric-health, and health clinical psychology. The department is located on the University's suburban Coral Gables campus, with additional facilities located on the Medical School campus. Opportunities are available for research with varied ethnic, adult, child, pediatric and elderly populations. Applications will be reviewed as received and the review process will continue until the position is filled. Applicants should send a vita, statement of research interests, reprints, and three letters of recommendation to: The Search Committee, Department of Psychology, P.O. Box 248185, Coral Gables, FL 33124. *The University of Miami is an Equal Opportunity/Affirmative Action Employer. Minorities and women are strongly encouraged to apply.* FL1

(Assistant Professor, FLORIDA) ATLANTIC UNIVERSITY, Northern Campuses (Jupiter and Port St. Lucie). The Department of Psychology invites applications for a tenure-track position in cognitive psychology. Candidates should have a Ph.D. with a strong background in any area of cognitive psychology, demonstrated skills in

effective teaching, and an active research program. Teaching responsibilities include courses in cognition, cognitive development, and a cognition laboratory. The ability to teach research methods and/or undergraduate statistics would also be an advantage. All research specialties will be considered but there is particular interest in those who focus on cognitive development, social cognition, language development, or cognitive neuroscience. Candidates will also be expected to contribute to undergraduate education through advising and should also be willing to incorporate undergraduate students into a research program. Mentoring of graduate students may also be expected. This position will have primary teaching responsibilities on the newly constructed Jupiter Campus, which is expected to be the site of rapid expansion in the size of the student enrollment and the faculty. Psychology faculty on this campus has close ties to the psychology department at the main campus in Boca Raton. Collectively the psychology Department at FAU consists of 30 faculty members who represent a broad range of disciplines including cognition, developmental, social / personality, and psychobiology. Candidates are requested to submit a letter of application, a curriculum vitae, a statement of research and teaching interests, representative reprints, and three letters of reference to: Chair, Northern Campuses Search Committee, Department of Psychology, Florida Atlantic University, Boca Raton, FL 33431. Applications should be received by March 15, 1999. *Florida Atlantic University is an Equal Opportunity/ Access/ Affirmative Action Institution.* FL2

GEORGIA

One year **Statistics** replacement – The School of Psychology of **THE GEORGIA INSTITUTE OF TECHNOLOGY** seeks to fill a one-year term appointment for a visiting faculty member, starting August 15, 1999. The primary duties include: teaching the regression half of the first year graduate statistics sequence, an undergraduate statistics course and two other negotiable courses. The ideal candidate for the position would also have interests that overlap with one of the three major foci of the department: Industrial/Organiza-

tional Psychology, Engineering Psychology, and Experimental Psychology. Salary and other duties required for full-time employment are negotiable. We would also welcome applications from qualified senior faculty looking to supplement sabbatical leave salaries with part-time teaching. Send a curriculum vitae, a letter of interest, and three letters of recommendation to: Statistics Position, School of Psychology, Georgia Tech, Atlanta, Ga. 30332-0170. *Georgia Tech is an Affirmative Action Employer. The deadline is 3/1/99.GA1*

ILLINOIS

POSTDOCTORAL TRAINEESHIP IN QUANTITATIVE METHODS: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. NIMH funded training in quantitative methods for behavioral and social research. Appointment commences July or August 1999. Seminars on advanced topics including multivariate analysis, multidimensional scaling, decision theory, combinatorial methods for data analysis, and social network models. Opportunities for both methodological and applications research. Faculty includes: C. Anderson, U. Bockenholt, D. Budescu, L. Hubert, L.E. Jones, R. McDonald, J. Meulman, G. Miller, and S. Wasserman. Stipend range: \$21,000 to \$26,160. Applicants should be citizens or have been admitted for permanent residence. Funding limits appointments to individuals who are no more than two years post-PhD. Curriculum Vitae, statement of research interests, reprints, and three letters of recommendation should be sent to: Lawrence E. Jones, Director, Quantitative Methods Training Program, 431 Psychology Bldg., 603 E. Daniel, Champaign, Illinois 61820. E-mail ljones@s.psych.uiuc.edu. Deadline is February 28, 1999. **IL1**

UNIVERSITY PROFESSOR OF PSYCHOLOGY GOVERNORS STATE UNIVERSITY Governors State University (GSU) is seeking applications and nominations for a tenure track faculty position as a University Professor of Psychology in the Division of Psychology and Counseling. GSU is an upper-division undergraduate and Masters degree granting institution serving a diverse student body of 9000

annually in the greater Chicago area. The university is a national leader in serving non-traditional students, in developing distance learning capabilities and other technological advances, and in tailoring curricula and instructional methods to meet the educational needs of a changing world of life long learners. For more information, visit the university web page at www.govst.edu. **Position/Responsibilities:** Responsibilities will include teaching primarily undergraduate courses in abnormal psychology, theories and treatments, ethics, and personality theories and occasionally a graduate seminar in abnormal psychology. The candidate should have the ability and willingness to engage students in research as well as an interest in helping to develop field placement sites. The division has an applied focus. For more information, visit our division web page at www.govst.edu/users/gpsych/PandC.html. **Qualifications:** Preference will be given to candidates with a doctorate in Clinical Psychology. Consideration will be given to ABD applicants or those with a doctorate in a closely related area of psychology. In addition, candidates must have a strong commitment to excellence in teaching undergraduates and graduates and evidence of both an active research program and teaching experience. **Nomination and Application Procedure:** The position is available August 15, 1999 and will remain open until filled. Review of applications will begin March 1, 1999. Salary is commensurate with experience. Applicants should send a letter of interest addressing their areas of expertise, a current vita, and three letters of recommendation. Applications and nominations should be forwarded to: Rachel Oriell Berg, Ph.D., Chairperson of Search Committee, Division of Psychology and Counseling, Governors State University, University Park, IL 60466. *Governors State University is committed to achieving excellence through diversity. The university encourages applications from women and ethnic/racial minorities. Governors State University is an affirmative action/equal opportunity employer. IL2*

UNIVERSITY OF ILLINOIS AT CHICAGO (UIC) - POSTDOCTORAL FELLOWSHIPS - PREVENTION RESEARCH IN URBAN CHILDREN'S MENTAL

HEALTH: We will have two Postdoctoral Fellowship openings (lasting up to 3 years) evaluating school and community-based programs to prevent mental health problems and AIDS in urban children and families. Interdisciplinary faculty—primarily from Psychology, Public Health, Education, Psychiatry, and Nursing—train PhDs, MDs, and DrPHs seeking academic/research careers. Trainees receive yearly stipends ranging from \$20,292 to \$43,300, and may begin now. Applications received before March 1, 1999 will receive fullest consideration. Send statement of professional objectives/interests, curriculum vitae, and three letters of reference to: Robin Miller, PhD, Program Associate Director, c/o May Stern, Department of Psychology (M/C 285), University of Illinois at Chicago, 1007 W. Harrison Street, Chicago, IL 60607-7137. *UIC is an Affirmative Action/Equal Opportunity Employer. IL3*

FINCH UNIVERSITY OF HEALTH SCIENCES/THE CHICAGO MEDICAL SCHOOL CLINICAL NEUROPSYCHOLOGIST ASSOCIATE/FULL PROFESSOR Tenure track position for an investigator in any area of Clinical Neuropsychology. Women and minority candidates are especially invited to apply for this new position. The Department is an APA accredited clinical psychology Ph.D. training program strongly committed to the Boulder Model with more than 80 full time students and ten tenure track positions. The Department is a free standing unit in the Finch University of Health Sciences. All of our students train either in Neuropsychology or Health Psychology in addition to clinical psychology. Current research topics include epilepsy, FMRI, neuropsychological rehabilitation, hemisphere specialization, EEG and schizophrenia. There are opportunities for collaboration with both basic science and clinical departments at the University. The Department also operates a number of specialty clinics at the Medical School. With a suburban location, about 35 miles from downtown Chicago, the Department has contact with many of the major hospitals and clinics in the City as well as with local institutions. As a graduate school only, teaching loads permit ample time for research and tutorial training of graduate stu-

dents. We operate on the quarter system and the typical teaching load is two courses per year. To receive consideration for this opening, please send a letter of research interests along with a vita and representative reprints. If you have any questions please feel free to call or write: Lawrence C. Perlmuter, Ph.D., Chairman, Dept. of Psychology, Finch University of Health Sciences/The Chicago Medical School, 3333 Green Bay Road, North Chicago, IL 60064, (847) 578-8754 or send an e-mail to perlmutl@mis.finchcms.edu. **IL4**

ROOSEVELT UNIVERSITY. The School of Psychology announces a tenure-track position at the beginning Assistant Professor level in experimental psychology starting August 15, 1999. The research area is not critical, but applied generalists are particularly encouraged to apply as are candidates interested in our active and growing multicultural studies programs. Curricular needs include, but are not limited to, one or more of the following areas: cognitive processes, social psychology, including human factors, applied biopsychology or behavioral psychopharmacology. We are most interested in a person with a passion for undergraduate teaching in addition to some graduate-level teaching, supervision of theses in our clinical and industrial-organizational programs, and maintaining an applied research program. The position is primarily at our new suburban campus serving 2500 students in Schaumburg, IL, a Northwest suburb of Chicago. To apply send a letter of interest, a standard CV, doctoral transcript, examples of scholarship, and three letters of recommendation to: Edward D. Rossini, Ph.D., Director, School of Psychology, Roosevelt University, 430 S. Michigan Avenue, Chicago, IL 60605-1394. (312) 341-3756. For full consideration, materials must be received by March 1, 1999. *Roosevelt University is an Affirmative Action/Equal Opportunity Employer with a fifty year history of multicultural affirmation and authentic diversity in gender, sexual orientation, ethnic and racial identification. IL5*

INDIANA

The Department of Psychology at **INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)** invites applications for a tenure-track faculty position (rank open) in **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**. We are looking for faculty who want to maintain a strong research program, supervise thesis research, teach both masters and undergraduate courses, and be actively involved in our I/O Psychology MS program and the Indiana University Center on Philanthropy at IUPUI. **A candidate's area of research must have relevance for non-profit organizations or other topics broadly related to philanthropic studies (e.g., psychological contracts, organizational justice, or work-related attitudes).** Salary (e.g., \$40,000-\$42,000 for junior faculty) and benefits are competitive, plus generous start-up and equipment funds are available. The Center on Philanthropy will also make funds available to support research for the first few summers. Normal teaching load is two courses per semester. ABD candidates must have their Ph.D. by the start of Fall semester, 1999. The Department of Psychology has 27 full-time faculty members, approximately 450 undergraduate majors, and graduate programs in industrial/organizational psychology (MS), psychobiology of addictions (Ph.D.), and clinical rehabilitation psychology (MS; Ph.D.). The Department is housed within the Purdue School of Science. IUPUI is the third largest university in Indiana, with 27,000 students, 2,000 faculty, and 170 degree programs in 17 schools and divisions. Information about the Department and IUPUI is available at <http://www.psyunix.iupui.edu>. The Indiana University Center on Philanthropy is a multidisciplinary academic research and public service unit located on the IUPUI campus. The Center has a Philanthropic Studies faculty of 62, located primarily at IUPUI and IU Bloomington with additional faculty on other IU campuses. The Philanthropic Studies faculty support the Master of Arts in Philanthropic Studies, the MPA with a concentration in nonprofit management, and other graduate and undergraduate programs. The Center on Philanthropy in consistently

ranked as one of the preeminent programs related to the study of philanthropy and nonprofit management in the United States. Indianapolis is the twelfth largest city in the United States. The city uniquely combines the cultural amenities of urban life with the residential qualities of smaller communities, and at the same time is highly affordable. As the major center for industry and government within the state, Indianapolis has a wide variety of research and training sites. Screening will begin February 15, 1999, and applications will be accepted until the position is filled. Send vita, research and teaching interests, 3 letters of reference, and up to 3 reprints to John T. Hazer, I/O Search Committee, Department of Psychology, IUPUI, LD 124, 402 N. Blackford Street, Indianapolis, IN 46202-3275. Phone: (317) 274-6950. E-mail: jthazer@iupui.edu. *IUPUI is an AA/EEO employer and is aggressively recruiting minority and female applicants to bring greater diversity to its workforce.* **IN1**

KENTUCKY

WESTERN KENTUCKY UNIVERSITY, Psychology. Assistant Professor, Developmental tenure-track position in Psychology. Responsibilities include teaching undergraduate and graduate courses. Scholarly endeavors and university/public service are expected. Earned doctorate required. Review of applications begins March 1, 1999, and will continue until filled. Send letter of application, vita, transcripts and three letters of reference to: Dr. John O'Connor, Department of Psychology, Psychology Search Committee, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101-3576. Phone 502-745-4427, Fax 502-745-6474. *Women and minorities are encouraged to apply. Affirmative Action/Equal Opportunity Employer.* **KY1**

MARYLAND

General Experimental Psychology: **THE UNIVERSITY OF BALTIMORE**, Yale Gordon College of Liberal Arts, Division of Applied Psychology and Quantitative Methods invites applications for a one year (with the possibility of renewal) visiting assistant professor position in General Experimental Psychology beginning in August 1999.

The Department of Psychology at Southwest Missouri State University

invites applications for four tenure track positions at the Assistant Professor level:

Experimental Psychology

Areas of specialization open; preference given to applicants with psychophysiology/neuroscience and experimental psychology background.

Teaching responsibilities include research design and/or statistics and possibly courses in the successful applicant's interest area.

Applicants need to be aware that laboratory animal space is very limited.

Industrial and Organizational Psychology

Area of specialization open.

Teaching responsibilities include undergraduate courses (Introductory, Statistics) according to departmental needs; graduate courses according to area of specialization and program needs; and supervision of theses, practica, and internships.

Child Psychology in Clinical Faculty

Clinical Faculty endorse a scientist-practitioner model of training with an emphasis on behavioral, cognitive, and biological psychology.

Experience with child behavioral methodology and interventions required.

Duties include helping to develop an on-campus clinic to serve the local community and provide training to clinical graduate students, supervising graduate practica through the clinic, chairing master's theses, teaching a graduate course in child behavior disorders and undergraduate courses consistent with the applicant's interests.

Life Span Developmental Psychology, emphasis on Adulthood and Aging

Successful candidate will contribute to the undergraduate and graduate (MS) programs in Psychology and to the Gerontology program.

Teaching responsibilities include, but are not limited to, courses in adulthood, aging and adjustment, and dementia.

For all positions, Ph.D. preferred; ABD considered. Applicants should be prepared to establish an active research program involving undergraduate and graduate students. Evidence of effectiveness in the areas of teaching, research and scholarship is required. Service responsibilities include involvement in departmental and university governance and participation in activities that contribute to the community and to SMSU's public affairs mission. Anticipated starting date is August 1999. Application review process will begin March 15, 1999 and continue until positions are filled. Applicants should send a cover letter indicating the position for which they are applying and containing a brief statement of research and teaching interests; vita, graduate transcripts, and copies of recent publications/work in progress. Three letters of reference sent to: Search Committee, Department of Psychology, Southwest Missouri State University, 901 S. National Ave., Springfield, MO 65804-0095. Route e-mail to RGJ613f@mail.smsu.edu.

SMSU is an AA/EEO employer. www.smsu.edu. MO1

Applicants must have completed their Doctorate in psychology by the time of appointment. Qualified applicants must demonstrate a willingness to teach a broad spectrum of required and elective courses in the Division's undergraduate degree program, including research methods, history and systems, learning and conditioning and tests and measurements. Candidates with a strong quantitative background are encouraged to apply, however any specialization will be considered. The University of Baltimore is an upper division and Graduate University within the University System of Maryland serving a diverse urban professional community. The Division of Applied Psychology and Quantitative Methods offers a BA in psychology and an MS in applied psychology, with counseling and I/O tracks. Candidates must submit a letter of interest, a curriculum vita, reprinted or preprints of representative publications, and three letters of recommendation to Chair, Search Committee, Division of Applied Psychology and Quantitative Methods, University of Baltimore, 1420 N. Charles Street, Baltimore, MD 21201-5779. To ensure consideration all materials must be received by March 1, 1999. *The University of Baltimore is an Equal Opportunity/Affirmative Action employer.* MD1

FACULTY UNIVERSITY OF BALTIMORE Yale Gordon College of Liberal Arts Division of Applied Psychology and Quantitative Methods Accepting applications for a 1-year (with possible renewal) visiting assistant professor position in General Experimental Psychology beginning in August 1999. Applicants must have completed their Doctorate in psychology prior to appointment. Qualified applicants must demonstrate a willingness to teach a broad spectrum of required and elective courses in the Division's undergraduate degree program, including research methods, history and systems, learning and conditioning and tests and measurements. Candidates with a strong quantitative background are encouraged to apply; however, any specialization will be considered. UB is an upper division and graduate university within the University System of Maryland serving a diverse urban professional community. The Division offers a BA in psychology

and an MS in applied psychology, with counseling and I/O tracks. Candidates must submit a letter of interest, curriculum vita, reprinted or preprints of representative publications, and three letters of recommendation to: Search Committee, Division of Appl Psych & Quant Methods, University of Baltimore, 1420 N. Charles Street, Baltimore, MD 21201-5779. To ensure consideration all materials must be received by 3/1/99. UB is an Equal Opportunity/Affirmative Action employer. MD2

UNIVERSITY OF MARYLAND Post-Doctoral Fellowship We have openings for one or two post-doctoral fellows interested in child development, child maltreatment, and/or adolescent parenting (including fathers) among low-income, urban families. Must have experience with longitudinal data analysis and excellent writing skills. We are an interdisciplinary group of investigators with extensive experience in federally funded longitudinal research. This is an excellent opportunity to enhance and apply research skills, to develop presentations and papers for publication, and to prepare for an academic career. Flexible starting date from May - September, 1999. Please send your CV with a letter of interest and names of three references to: Maureen Black, Ph.D., Division of General Pediatrics, University of Maryland, School of Medicine, 700 W. Lombard Street, Baltimore, Maryland 21201. MD3

MASSACHUSETTS

AMHERST COLLEGE: The Department of Psychology invites applications for two one-year visiting positions, one in **PERSONALITY/SOCIAL PSYCHOLOGY** and one in **COGNITIVE PSYCHOLOGY**, to begin July 1, 1999. Responsibilities will include teaching two courses per semester and directing senior research projects. Successful applicants will have competencies to teach introductory psychology, statistics, an intermediate level course (e.g., personality, cognition), and an advanced seminar in their area. Amherst College is a private coeducational liberal arts college of some 1570 students and 165 faculty located in the Connecticut River Valley of western Massachusetts. It participates with Hampshire, Mount

Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. Candidates should submit curriculum vitae, evidence of teaching effectiveness, up to three preprints/reprints, and three letters of reference to the Search Committee in Personality/Social or Cognitive, Department of Psychology, Amherst College, Amherst, MA 01002-5000. **Review of applications will begin February 15, 1999, but applications will be accepted until March 15, 1999.** *Amherst College is an Equal Opportunity/Affirmative Action Employer and encourages women, minorities, and disabled persons to apply.* MA1

MICHIGAN

THE SURVEY RESEARCH CENTER (SRC) OF THE INSTITUTE FOR SOCIAL RESEARCH (ISR) AT THE UNIVERSITY OF MICHIGAN seeks to fill a tenure-track Assistant Research Scientist position in the area of research on social aspects of health, associated with SRC's Social Environment and Health Program (current senior members are James House, Sherman James, George Kaplan, Richard Price, Amiram Vinokur, and David Williams). The successful candidate will have the following interests and qualifications: 1. Ph.D. in a relevant social or biomedical field (including but not limited to epidemiology, psychology, sociology, medicine, nursing, social work, or public health) and training and experience in survey methods with major substantive interests in social aspects of health. 2. A beginning record of publications with promise of future high quality publications. 3. Strong promise of future funded research and proposal development in relevant fields. 4. Ability to work well with staff and with others in the scientific community. Appointments at the tenured level of Senior Associate Research Scientist or Senior Research Scientist are possible for outstanding candidates still at relatively early career stages, and applications from such individuals are encouraged. Affiliations and joint appointments with academic departments are also possible and encouraged. *The University of Michigan is an affirmative action/equal opportunity employer.* Applicants should forward a curriculum vitae, a statement of

interest, and three letters of reference to: Jerald G. Bachman, Ph.D., Acting Director, Survey Research Center, University of Michigan, 1355 ISR, P.O. Box 1248, Ann Arbor, MI 48106-1248. Screening of applicants' materials will begin immediately and continue until the position is filled. MI1

Behavioral Neuroscientist. The Department of Psychology at **CENTRAL MICHIGAN UNIVERSITY** invites applications for a temporary one-year appointment at the Instructor or Assistant Professor level effective 8/99. A doctorate or ABD in psychology, neuroscience, or related discipline is expected. The position requires teaching graduate courses in physiological psychology and functional neuroanatomy and an undergraduate course in behavioral neuroscience. The successful candidate will have a strong record of research productivity, and evidence of potential for excellence in teaching. Screening of candidates will begin March 15, 1999, and continue until the position is filled. Send an application letter, vita, reprints and preprints, and names and phone numbers of three references to: Dr. Gary Dunbar, Chair Search Committee, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859. For additional information, contact Dr. Dunbar at (517)774-6479, or gary.dunbar@cmich.edu *CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).* MI2

MINNESOTA

SOUTHWEST STATE UNIVERSITY Two full time faculty beginning in August 1999. Both should be generalists who are dedicated to teaching undergraduates. The first position is a tenure-track opening in Social Psychology. Teaching responsibilities include General, Social, Attitudes, and coordinating undergraduate internships. Ph.D. in Social Psychology is required; preference will be given to candidates who can demonstrate excellence in teaching. The second is a one-year fixed term position for an Applied Psychologist. This position may become a tenure track position in AY2000. Faculty member will teach General, Applied and courses in areas of interest as well

HOFSTRA UNIVERSITY Department of Psychology

Two Positions Available for School-Community Psychologists

These positions are at the level of
Assistant Professor and will begin 9/1/99.

(1) This is a one-year appointment for service in our PsyD Program in School-Community Psychology, with the possibility of a tenure track appointment in the following year. Interest in school and community based intervention programs is required. Courses to be taught include Community Intervention Programs, Research Design for Health Service Programs, Statistics and Social Psychology in the Schools. Responsibilities include supervision of school and community oriented student research.

(2) This is a tenure track position for service in our APA accredited Ph.D. Program in Combined Clinical and School Psychology. Experience in school psychology research and practice, with knowledge of central issues in clinical psychology, is required. The program is based upon cognitive-behavioral learning theory and applied behavior analysis. Courses to be taught include methods of intellectual assessment and achievement, and there is responsibility for the supervision of research and practice.

Candidates for both positions are expected to be committed to excellence in teaching, to have a beginning record of research and to be licensed/license eligible in New York.

Description of Department: We offer the B.A., M.A., and Ph.D. and PsyD degrees and have a Psychological Evaluation and Research Clinic which provides professional assessment and psychotherapy services to members of the community. Approximately 300 graduate and 700 undergraduate students are enrolled in department programs. Although primary assignment to a specific doctoral program will be made, successful candidates will work in a large department with 32 full-time psychologists. Participation in all aspects of department functioning is expected, including advisement of doctoral students and some undergraduate majors, and committee service at the department and university levels. Hofstra University values both teaching excellence and research productivity, and candidates must be prepared to excel in both areas. Send a letter of interest, a vita, sample publications and three letters of reference to: **Howard Kassinove, Ph.D., ABPP, Chairperson, Department of Psychology, Hofstra University, Hempstead, NY 11549. AA/EOE**



NY5

HOFSTRA UNIVERSITY
WE TEACH SUCCESS

as develop new programs, possibly interdisciplinary, to meet market demands for undergraduate psychology programs. Ph.D. in Psychology is required with interests in one or more of the following areas: industrial/organizational psychology, counseling or health and/or sport psychology. Preference will be given to candidates who can demonstrate excellence in teaching and program development. While the primary mission of the University is teaching, and appointment, tenure, and promotion decisions rely

heavily on demonstrated excellence in teaching, faculty are also evaluated on the basis of their research, professional development, service to students, and service to the university and the community. We are especially interested in individuals who want a rural lifestyle. Review of the applications will begin March 15 and will continue until the positions are filled. Letter of application addressing position qualifications, vita, official transcripts and name, address, phone numbers and e-mail addresses of three references

should be submitted to: Office of Human Resources, Southwest State University, 1501 State Street, Marshall, MN 56258. *SOUTH-WEST STATE UNIVERSITY IS AN EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER. APPLICANTS MUST BE ABLE TO LAWFULLY ACCEPT EMPLOYMENT IN THE UNITED STATES. MN1*

Psychology Department, CONCORDIA COLLEGE, Moorhead, MN: Position in **EXPERIMENTAL PSYCHOLOGY** at the Instructor or Assistant Professor level beginning in August, 1999 for a three year position with possible renewal for up to another three years. Primary teaching responsibilities include Personality Dynamics, Cognitive Psychology, General Psychology, and Research Methods. Although teaching is the primary focus, an active research program with undergraduate students is expected. A Ph.D. is preferred, ABD's will be considered. Women and minorities are strongly encouraged to apply. We are seeking applicants in sympathy with the goals of a church-related (Evangelical Lutheran Church in America), liberal arts college. Salary competitive. Send letter of application, vita, transcripts, and three letters of recommendation to Dr. Mark J. Krejci (krejci@cord.edu), Chair, Department of Psychology, Concordia College, Moorhead, MN 56562. File review will begin on February 12 with applications accepted until the position is filled. *Concordia College is an equal opportunity employer. MN2*

NEW JERSEY

Assistant Professor- THE INSTITUTE FOR THE STUDY OF CHILD DEVELOPMENT is seeking a social/developmental psychologist with expertise in infancy/early childhood for a 3 year, non-tenure track, assistant professorship with renewal possible. Forward cover letter and CV to: Michael Lewis, Ph.D., University Distinguished Professor and Director, Institute for the Study of Child Development, **UMDNJ-Robert Wood Johnson Medical School, 97 Paterson St., New Brunswick, NJ 08903, phone: (732) 235-7901, fax (732) 235-6189, E-mail: lewis@umdnj.edu. NJ1**

NEW YORK

HAMILTON COLLEGE. Two year leave-replacement position in psychology at the instructor or assistant professor level, beginning August 25, 1999. Annual teaching load is five courses a year including: Introductory Psychology, Statistics, and courses in the area of specialty. Hamilton is a selective liberal arts college with a tradition of excellence in teaching and research. Send resumé and three letters of recommendation to: John M. Rybash, Chair, Department of Psychology, Hamilton College, Clinton, NY 13323. *Women and members of minorities are encouraged to apply. Hamilton College is an Equal Opportunity and Affirmative Action Employer. Applications will be reviewed, beginning February 15, 1999, until the position is filled. NY1*

COLUMBIA UNIVERSITY

seeks two Assistant Professors in the Department of Psychology. One in the area of Cognitive Psychology and the other in Cognitive Neuroscience, both broadly defined. Both appointments can begin July 1, 1999. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to either the: Cognitive Psychology Search Committee or to the Cognitive Neuroscience Search Committee, Department of Psychology, Columbia University, 1190 Amsterdam Avenue-MC 5501, New York, NY 10027. *Applications from minorities and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer. NY2*

VISITING POSITION IN PHYSIOLOGICAL PSYCHOLOGY. UNION COLLEGE'S Department of Psychology is inviting applications for a visiting assistant professor position, beginning September 1999, in **Physiological Psychology** to teach introductory psychology, physiological psychology, and upper level courses in area of expertise. Ability to teach health psychology, experimental methods, and/or statistics is also desirable. This is a **two-year** visiting position with the possibility of renewal. We

are seeking candidates with a strong commitment to undergraduate teaching, and scholarship. Ph.D. by appointment date preferred. Union is a small, private college founded in 1795 with a long history of excellence in the liberal arts, sciences, and engineering. Located in scenic upstate New York, Union is located just south of the Adirondack Mountains, and is within 3-4 hours of New York City, Boston, and Montreal. The Psychology Department has seven full-time and three part-time members and graduates 60-70 majors per year. Teaching load is two courses per trimester. The College and Department are concerned with excellence in teaching and a strong commitment to research. Interested applicants should send an application letter, curriculum vitae, three letters of recommendation, and any evidence of scholarship and teaching skill, including teaching evaluations, if available, to Ken DeBono, Department of Psychology, Union College, Schenectady, NY 12308. If you have any questions about the position or Department, you can e-mail Ken DeBono at debonok@union.edu or visit our web site at <http://www.union.edu/Academics/Departments/PSY.html>. Application deadline is March 1. *Union College is committed to a program of affirmative action and equal employment opportunities. Women and minority candidates are strongly encouraged to apply.* NY3

Psychodynamic and social research institute seeks half-time post-doctoral fellow. Send CV and 3 letters of recommendation to GLASS INSTITUTE, 75 Varick St. N.Y., N.Y., 10013. Further information: 212-334-6305 or Bucci@Panther.Adelphi.edu. NY4

The Center for the Sciences of Language at the UNIVERSITY OF ROCHESTER anticipates having one or more NIH-funded post-doctoral fellowships available beginning September 1, 1999 for the academic year. The appointments will be for one year with the possibility of renewal for a second year. The Center brings together faculty and students with interests in spoken and signed languages from the Departments of Brain and Cognitive Sciences, Computer Science, Linguistics, and Philosophy; and the interdisciplinary programs in Cognitive Science and Neuroscience.

We encourage applicants from any of these disciplines who have expertise in any area of natural language. We are particularly interested in post-doctoral fellows who want to contribute to an interdisciplinary community. Applications should be sent to Michael K. Tanenhaus, Department of Brain and Cognitive Sciences, Meliora Hall, University of Rochester, Rochester, NY 14627-0268. Please include a vita, sample reprints and/or preprints, a statement of research interests, and arrange for letters of reference from at least three referees. Applicants must be citizens or permanent residents of the USA. In order to guarantee full consideration, applications should be received by March 15. *The University of Rochester is an equal opportunity employer. We encourage applications from women and from minorities.* NY6

PROJECT COORDINATOR/SYRACUSE UNIVERSITY: We seek a talented Clinical Psychologist to join our NIMH-funded research team. Duties include working closely with a productive and collegial team to develop, implement and publish research; helping to lead HIV prevention and substance use reduction groups with psychiatric outpatients; conducting diagnostic interviews; coordinating the recruitment, screening and tracking participants; and supervising research assistants. Experience with prevention or clinical research desirable. Salary: \$35,000 - \$40,000. To apply, send CV, cover letter and three letters of recommendation to: Michael P. Carey, Dept. of Psychology, 430 Huntingdon Hall, Syracuse University, Syracuse, NY 13244-2340. *Women and minorities are urged to apply.* EOE. NY7

Postdoctoral Fellowships The Rutenberg Cancer Center of MOUNT SINAI SCHOOL OF MEDICINE announces openings for Postdoctoral Fellows interested in multi-disciplinary training in Cancer Prevention and Control with an emphasis on biobehavioral issues. Fellows will receive intensive training that integrates biological, behavioral, psychological and community perspectives through formal lectures as well as hands-on involvement with federally-funded interdisciplinary studies being conducted by the faculty. Current areas

of research include: Psychosocial Analysis of Cancer Screening in Managed Care; Stress Induced Consequences of Familiar Cancer Risk; Maternal Distress, Cognitive Processing and Pediatric Bone Marrow; Post Traumatic Stress Disorder Symptoms in Cancer Survivors; an Intervention Study of Colon Cancer Screening; an Analysis of Behavioral Effects of Cancer Treatment. Candidates must have advanced degree in medicine, Nursing, Psychology, Public Health, or a related discipline and evidence of potential for research productivity. Individuals with prior experience in research preferred. The position is for two years, full-time. Fellowship salary commensurate with experience. Subsidized housing is available. Please send letter of application and C.V. including relevant experience and names of advisors, to: Dr. Dana Bovbjerg, Cancer Prevention & Control, Rutenberg Cancer Center, Mount Sinai School of Medicine, Box 1130, One Gustave L. Levy Place, New York, NY 10029; Phone: 212-824-9046. Visit our website at: www.careermosaic.com/mountsinai. *We are an equal opportunity employer fostering diversity in the workplace.* Mount Sinai School of Medicine. NY8

NORTH CAROLINA

Cognitive Neuroscience DUKE UNIVERSITY Duke University has launched a major new initiative in cognitive neuroscience and will hire six tenure-track faculty members over the next three years in the recently established Center for Cognitive Neuroscience. Scholars utilizing cognitive neuroscience approaches to the study of attention, memory, language, visual cognition, emotion, development and aging, and other areas, including computational cognitive neuroscience are sought. A demonstrated capability or exceptional promise for developing a first-rank, independent, extramurally-funded research program at the cutting edge of cognitive neuroscience is required. New faculty will hold appointments at the Assistant, Associate, and Full Professor levels in university departments such as Psychology, Neurobiology, Computer Science, Philosophy, Biomedical Engineering, Electrical and Computer Engineering or other departments as appropriate, and will par-

ticipate in both undergraduate and graduate education. The Center for Cognitive Neuroscience is part of an interdisciplinary initiative that includes the recently developed Brain Imaging and Analysis Center in Duke Medical School, directed by Professor Gregory McCarthy, which houses 1.5T and 4T GE MRI scanners dedicated to neuroimaging research. Together, the two centers will bring a total of twelve new tenure-track/tenured faculty to Duke, creating, in combination with our current faculty and related growth in Neurobiology, a dynamic cognitive neuroscience community. Interested candidates should submit a statement of research and teaching interests, c.v., representative publications, and three letters of recommendation to: Professor George R. Mangun, Director, Center for Cognitive Neuroscience, c/o Office of the Provost, 220 Allen Building, Box 90005, Duke University, Durham, NC 27708. Applications received by January 31, 1999 will be guaranteed consideration. Interviews will commence in February of 1999 for positions beginning in August, 1999. General information is available at our web site (<http://www.mind.duke.edu>). *Duke University is an Equal Opportunity/Affirmative Action Employer.* NC1

Assistant Professor, Psychology: Full-time, tenure-track position at the UNIVERSITY OF NORTH CAROLINA AT PEMBROKE beginning August 1999. All basic research specialty areas considered but some preference for candidates with expertise in either 1) social, I/O, personality OR 2) biopsychology. Primary teaching responsibilities in undergraduate courses including Introductory Psychology with possible opportunity to teach in our graduate counseling programs. Required: Completed doctorate (by 8/1/99), and commitment to balanced program of teaching, research, and service. Salary commensurate with assistant rank. **Review of completed applications will begin February 25, 1999 and will continue until position is filled.** Please send letter of application describing teaching and research interests and experience, vitae, graduate transcripts, and three current letters of recommendation to: SEARCH COMMITTEE, Attention: Dr. Elizabeth Denny, Chair, Psychology and Counseling Dept.,

University of North Carolina at Pembroke, One University Dr., P.O. Box 1510, Pembroke, NC 28372-1510. *An equal Opportunity/Affirmative Action Employer. NC2*

OHIO

WITTENBERG UNIVERSITY Psychology Department is seeking an Assistant Professor for a one-year appointment effective August 1999. The position involves teaching introductory level courses to majors and non-majors, an advanced research seminar in the candidate's area of expertise, and topics courses in theories of personality, industrial/organizational psychology, and, perhaps, community psychology. Candidates are expected to have a firm commitment to excellence in teaching and scholarly activity in the context of a strong undergraduate liberal arts institution. A Ph.D. is required. Send a letter of interest, current vita, and three letters of recommendation to Dr. Jeffrey Brookings, Chair, Department of Psychology, Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720. The deadline is April 1, 1999. *Wittenberg University is an Affirmative Action/Equal Opportunity Employer. We encourage women and minority applicants to apply, as we are committed to creating and ethically and culturally diverse community. OHI*

UNIVERSITY OF AKRON DIRECTOR OF THE ARCHIVES OF THE HISTORY OF AMERICAN PSYCHOLOGY AND PROFESSOR OR ASSOCIATE PROFESSOR OF PSYCHOLOGY Buchtel College of Arts and Sciences, Department of Psychology, The University of Akron is seeking a person to serve as the Director of the Archives of the History of American Psychology (AHAP) and hold a tenure track position at the Associate or Full Professor level in the Department of Psychology beginning in July 1999. The Archives. The Archives was established in 1965 to promote research in the history of psychology, and now contains the papers of some of the earliest psychologists in this country, along with materials relating to their European mentors. Since its inception, AHAP has amassed a collection of over 1,200 linear feet of documents that are available for scholars with an-

other 800 linear feet awaiting processing, more than 3,000 photographs, 5,000 tests, a large collection of child development, demonstration, and classroom films, more than 600 pieces of apparatus, and almost 3,000 rare and antiquarian books. It operates as a department of the University Libraries with a full time staff of two and additional 7-10 student assistants and part-time employees. AHAP is supported by strong Friends group that provides financial support for its operations, and owns the Principia Press. It regularly provides research support for scholars from throughout the United States and beyond. The Department of Psychology. The Department of Psychology is a nineteen member, research oriented department with doctoral emphases in Industrial/ Organizational Psychology, Counseling Psychology and Applied Cognitive Aging. The position. The Director of AHAP works on a twelve month basis. He or She is expected to be both the Administrator of the Archives and a productive member of the Psychology faculty. In the Archives, this person will be expected to work with a small staff to obtain and process collections, assist scholars, attract external support, publicize the collections and its associated programs, supervise staff, work cooperatively with other elements of the library staff, and do whatever else is required to properly administer the program. Externally, the Director is expected to develop and maintain contacts with professional associations and others who might provide either materials or financial support for the program or might have need of its resources. If the successful candidate is not certified by the Society of American Archivists when hired, certification will be sought upon arrival. In addition, the person hired in this position will hold rank and be eligible for tenure in the Department of Psychology. It is expected that he or she will meet the criteria for retention, promotion, and tenure in that department and will have teaching responsibilities there, particularly in graduate and undergraduate courses in the History of Psychology. Qualifications. The preference is for the successful candidate to have a Ph.D. in psychology, however, Ph.D.s in related areas will be considered, with an active research program in the History of Psychology, and teaching experience in the

MTSU POSITION ANNOUNCEMENT DEAN OF THE COLLEGE OF EDUCATION

Middle Tennessee State University is seeking a dynamic individual to lead the College of Education, and invites nominations and applications for the position of Dean. The College of Education at MTSU has more than 3,300 undergraduate and 750 graduate students within the six departments in the college. Located in historic Murfreesboro, Tennessee, MTSU currently enrolls over 18,000 students and has a faculty of over 700 full-time professionals, with 138 of those affiliated with the College of Education.

The College of Education is organized into the following departments: Criminal Justice; Educational Leadership; Elementary and Special Education; Health, Physical Education, Recreation and Safety; Human Sciences; and Psychology. The College is NCATE accredited, with additional accreditation of programs within departments that are discipline specific. A comprehensive slate of programs from the bachelors through doctoral degrees is offered in addition to the teacher education programs that provide initial, advanced, and continuing professional development for educators and administrators. The College of Education supports innovative programs in technology and distance learning through its Instructional Technology Support Center, Satellite Video-Conferencing Center, and academic departments.

Job responsibilities include

- ◆ Provide leadership for developing and facilitating initiatives that address major issues in higher education;
- ◆ Serve as an advocate for all departments within the college;
- ◆ Facilitate the ongoing relationship with school systems in the Middle Tennessee area as well as throughout the state of Tennessee;
- ◆ Play an active role in the NCATE accreditation process and facilitate the accreditation of other programs within the college, e.g., CACREP, FIDER, etc.;
- ◆ Provide leadership for effective teaching, scholarly activity, and research within the College;
- ◆ Secure internal/external funding as well as manage the resources and budget for the College;
- ◆ Promote collaborative leadership among the administrative teams in the college and foster joint decision making among students, faculty, staff and administrators;
- ◆ Promote/provide leadership for the integration of technology in departmental programs, in the community, and in school systems; and,
- ◆ Develop, implement and evaluate short-term and long-range objectives for the college.

Job qualifications include

- ◆ Doctoral degree in a discipline appropriate to the college;
- ◆ Progressive experience in higher education administration, including supervisory responsibilities;
- ◆ Distinguished record of college teaching, research and/or scholarly activities that qualify for tenure and rank of professor within one of the departments;
- ◆ Experience in getting diverse departmental programs within the college accredited at the state and national level;
- ◆ Pre-K through 12 public school experience desirable; Demonstrated ability to provide academic leadership for a college with multi-faceted programs and a diverse student body;
- ◆ Skill in building consensus and demonstrated effectiveness in working with multiple constituencies, internally and externally; and,
- ◆ Evidence of sustained, continuous professional development.

Appointment date will be July 1, 1999. **Salary** is negotiable and competitive with peer-related positions in comparable public universities. MTSU also provides generous employee benefits. *MTSU is an AA/EOE.*

Filing Procedure: Interested applicants should file (1) an official letter of application highlighting work experiences and accomplishments relevant to the position (SPECIFY THE ABOVE JOB TITLE AND POSITION #414010); (2) a resume; and (3) the names, addresses, and telephone numbers of five professional references. Official transcripts will be required of applicants selected for interview.

Filing Deadline: Review of applications will begin February 18, 1999 and will continue until the position is filled.

If you are interested in applying for the above-listed position, submit application materials to Education Dean Search Committee, c/o George Pimentel, College of Liberal Arts Faculty Recruitment, MTSU Box 546, Murfreesboro, TN 37132, phone (615)898-5039.

TNI

field. Preference will be given to applicants who have administrative experience in archival settings, and who are certified by the Society of American Archivists. Applicants must have strong evidence of research productivity and contact with professional associations, and a record of external funding. Applicants who will enhance the diversity of the present faculty are especially sought. The rank assigned will be determined after consideration of the successful applicant's qualifications. **Salary.** Starting salary is competitive, benefits are excellent, as are the research and teaching facilities. **Applications.** Applicants should send a letter of application together with vita, reprints, and three letter of recommendation to Dr. Harvey L. Sterns, Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (e-mail: hsterns@uakron.edu.). **Deadline.** Applicants will be accepted until February 15, 1999. **EEO Statement.** *The University of Akron is an Equal Education and Employer Institution. Women and minorities are encouraged to apply.* **OH2**

CLINICAL/COUNSELING PSYCHOLOGIST: CLEVELAND STATE UNIVERSITY, Department of Psychology, invites applications for a tenure-track, Assistant Professor position for a Clinical or Counseling Psychologist with a behavioral theoretical orientation to begin August 1999. Minimum qualifications include a Ph.D. in Clinical or Counseling Psychology by August 1999, Ohio State license or license eligibility, and specialty in behavioral therapy or cognitive-behavior therapy. The ability to teach undergraduate and graduate courses in behavior therapy is required. The preferred candidates' qualifications also include a program of scholarship commensurate with experience; interest in behavioral medicine or health psychology; clinical or applied experience; and teaching experience. Duties associated with the position include supervision of graduate theses, supervision of internships, teaching of practica, service to departmental and University committees, and the pursuit of extramural funding of grants. Please submit a vita and three letters of reference to: Dr. John P. Wilson, Search Committee Chair, Department of Psychology, Cleveland State University, 2300

Chester Ave., Cleveland, OH 44114. Phone: (216) 687-2541. Fax: (216) 687-9294. Review of applications will begin February 7, 1999; position open until filled. *Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.* **OH4**

OHIO STATE UNIVERSITY Social Psychology Postdoctoral Position anticipated to be available for at least one year, starting July 1, 1999. The fellowship is funded by a grant from the John D. and Catherine T. MacArthur Foundation. The postdoctoral fellow would work closely with John Cacioppo. Applicants should submit a curriculum vitae, three letters of recommendation, and a statement describing their research interests. For full consideration, applications should be received by March 15, 1999, but applications will be processed until the position is filled. Applications should be addressed to Social Neuroscience Project, c/o Kathleen Merendo, Department of Psychology, 1885 Neil Avenue, Columbus, OH 43210-1222. *The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, Minorities, Vietnam Era, Disabled Veterans and Individuals with Disabilities are encouraged to apply.* **OH5**

OKLAHOMA

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY Assistant Professor of Psychology (Tenure-Track): SWOSU is accepting applications for this position. Ph.D., Ed.D., or ABD will be considered. University teaching experience is preferred. The successful candidate will demonstrate 1) a commitment to undergraduate instruction and 2) the potential to develop a research program that involves undergraduates. The successful candidate will teach from the following courses: Developmental Psychology (Child & Lifespan), Experimental Psychology, Behavior Modification, Educational Psychology, General Psychology and the opportunity for involvement in the M.S. Applied Psychology program is possible. Southwestern is a regional university in Weatherford, a progressive community of 10,000 located 65 miles west of Oklahoma City on Interstate 40. The University has an enrollment of 5,000 students in

Baccalaureate and Master's Degree programs in the Arts & Sciences, Business, Education and Health Sciences. Review of applications will begin upon receipt and will continue until the position is filled. Starting date is August 23, 1999. Submit letter of application, resume, copies of unofficial transcripts and three letters of recommendation to: Human Resources, SWOSU, 100 Campus Drive, Weatherford, OK 73096. *SWOSU is an AA/EEO Employer.* **OK1**

PENNSYLVANIA

THE UNIVERSITY OF PITTSBURGH AT JOHNSTOWN: a four-year regional college, anticipates tenure-stream, full-time Assistant Professor position to begin September 1999. Responsibilities: 12-hour course-load, research with undergraduates, committee responsibilities. Requirements: teaching experience, research experience, Ph.D. in any area of Developmental Psychology. Course-load: Child Development, courses in specialty area, and possibly Intro. and History and Systems. **Applications accepted until 2-15-99 or until position is filled.** Send: vita, statement of goals and interests, teaching philosophy, evidence of teaching and research, and three letters of recommendation to Steven Stern, Search Committee, Psychology Dept., University of Pittsburgh at Johnstown, Johnstown, PA 15904. *The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and Minority Group members are invited and encouraged to apply.* **PA1**

Psychology: WIDENER UNIVERSITY, Social Sciences Division invites applications for a Non-tenured track Assistant professor position for September, 1999; possibility of later conversion to tenure-track. Candidate should hold a Ph.D. in Psychology. Specialization in Adult Development/Gerontology or Environmental Psychology will be considered. Candidates should have the ability and willingness to teach introductory psychology. A history of research consistent with one's qualifications is desirable and the candidate should show a willingness to involve undergraduate students in his or her research program. Submit a letter of application (including a statement of teaching and research in-

terests), a current vita, three letters of reference, and evidence of teaching effectiveness, no later than February 26, 1999 to Dr. Daniel Rodriguez, Psychology Search Committee, Division of Social Sciences, Widener University, One University Place, Chester, PA 19013. *Widener University is an Equal Opportunity Employer.* **PA2**

CARNEGIE MELLON UNIVERSITY Department of Psychology. Postdoctoral Fellowship (renewable, up to 2 years) with research and development project focusing on the creation of cognitively-based instructional interventions for elementary school science. This project has two strands: (1) basic research on children's understanding of domain-general scientific reasoning processes; (2) applied research aimed at developing effective curriculum units that can be integrated into the elementary school science curriculum. Applicants with strengths and interests in either aspect of the project will be considered. Background in Cognitive Development and/or Elementary Science Education is appropriate. Fellows have opportunity to participate in seminars with a range of cognitive and developmental faculty at CMU. Send a curriculum vitae, reprints and/or preprints of publications, together with a letter describing research experience and interests, and three letters of reference to Professor David Klahr, Dept. of Psychology, Carnegie Mellon University, Pittsburgh, PA, 15213. For further details, see: <http://www.psy.cmu.edu/psy/faculty/dklahr.html> Applications will be considered as soon as they are received. *Carnegie Mellon University is an Equal Opportunity/Affirmative Action Employer.* **PA3**

SOUTH CAROLINA

POSTDOCTORAL FELLOWSHIPS IN CLINICAL CHILD/PEDIATRIC PSYCHOLOGY: The Department of Pediatrics in conjunction with the Children's Hospital at the **MEDICAL UNIVERSITY OF SOUTH CAROLINA** is accepting applications for two post-doctoral fellows (one or two-year) with particular clinical and research interests in attention deficit hyperactivity disorder (ADHD). Applicants should have a strong commitment to the scien-

tist-practitioner model and have completed degree requirements in an APA approved program in clinical psychology as well as an APA approved internship. Some consideration will be given to applicants from an APA approved program in school psychology. Clinical and research interests, training in behavior management, and commitment to the scientist-practitioner model are of greater importance than degree specialization. Requirements for the position include particular expertise in behavior management, conducting social skills groups, and psychological assessment. Experience with school consultation also is desirable. There are ample opportunities and support for research and clinical training. Charleston is a beautiful city that provides a variety of opportunities for cultural and recreational activities. The salary is quite competitive and includes funds for travel and professional development. Applicants should forward a cover letter specifying their interests in children and adolescents with attention deficit hyperactivity disorder or other related externalizing disorders, a curriculum vita, the names and addresses of three references, as well as a sample reprint of the applicant's published work. All materials should be sent by February 15, 1999 to Ronald T. Brown, PhD, ABPP, Professor and Director, Department of Pediatrics, Children's Hospital, 171 Ashley Avenue, Charleston, SC 29425. *The Medical University of South Carolina is an affirmative action/Equal Opportunity Employer.* SC1

WOFFORD COLLEGE. Clinical/Health Psychology: a tenure-track position at the assistant or associate professor level to begin fall 1999. Applicants should have a strong background in the scientific foundations of clinical psychology/behavioral medicine/health psychology and an enthusiasm for teaching undergraduates. The applicant is expected to be a superior teacher and to develop a productive research program with undergraduates in an area of applied psychology. The Ph.D. degree is required. Teaching and clinical experience and demonstrated research potential are strongly preferred. Applicants should be prepared to teach courses in the areas of clinical psychology/behavioral medicine/health psychology, behavior pathology, hu-

man development, and psychological assessment. Wofford College is a small, selective college in upstate South Carolina dedicated to superior teaching at the undergraduate level. Review of applicants will begin Feb. 1, 1999 and continue until the position is filled. Submit vitae, three letters of recommendation, reprints/preprints, and a letter describing teaching and research interests to Alliston Reid, Chairman, Department of Psychology, 429 N. Church Street, Spartanburg, SC 29303-3663. *Applications from women and members of minority groups are especially welcome. An Affirmative Action/ Equal Opportunity Employer.* SC2

TENNESSEE

POSTDOCTORAL FELLOWSHIP: The Developmental Psychopathology Research Training Program of **VANDERBILT UNIVERSITY** announces the availability of several positions for a Postdoctoral Fellow in Psychology. The aim of this interdisciplinary program is to train leading scholars in the methods and science for the development of normal and abnormal behavior across the life-span. Trainees work closely with one or more faculty mentors to develop a program of research and will participate in ongoing proseminars. With NIMH support, trainees receive tuition, stipend, and funds for research and travel. Interested persons should submit a curriculum vita, a single-page statement of interests and possible match with program faculty, research paper(s), and three letters of reference. Application materials should be sent immediately to: Judy Garber, PhD, Director, Developmental Psychopathology Research Training Program, Box 512 Peabody, Vanderbilt University, Nashville, Tennessee, 37203. *Vanderbilt University is an equal opportunity, affirmative action employer.* TN2

TEXAS

THE UNIVERSITY OF TEXAS M. D. ANDERSON CANCER CENTER, DEPARTMENT OF BEHAVIORAL SCIENCE is accepting applications for two faculty positions. Faculty positions are open rank (tenure-track or tenured). *Qualifications include:* Doctoral degree in psychology, public health, or one of the social sciences with

expertise/interest in cancer control, cancer genetics/screening, early detection, and tobacco use. Applicants with expertise in smoking, nicotine dependence, and psychosocial/behavioral genetics are highly desired. Successful candidates will be expected to design, implement, and evaluate innovative studies in cancer prevention and control and to seek peer reviewed research funding. Multidisciplinary opportunities in clinical, community, and laboratory settings are readily available, as well as collaboration, supervision, and teaching opportunities. Settings: The Department of Behavioral Science was established in 1993 and currently has three tenured and four tenure-track faculty. Growth to ten faculty positions is anticipated. The University of Texas M. D. Anderson Cancer Center is located within the Texas Medical Center, the largest medical center in the world. Resources and opportunities for research related to cancer are extraordinary. Salary/Levels: Commensurate with experience/background. **The Department expects to review applications beginning March 1999, although, applications will be accepted until the positions are filled.** Application procedures: Send cover letter, curriculum vitae, and professional reference list to: Ellen R. Gritz, Ph.D., Professor and Chair, UT M.D. Anderson Cancer Center, Department of Behavioral Science, 1100 Holcombe Blvd., HMB 3.020, Box 243, Houston, Texas 77030. *The University of Texas M. D. Anderson Cancer Center is an Equal Opportunity/Affirmative Action Employer and is a Smoke-free Environment. Women and minority candidates are encouraged to apply.* TX1

WASHINGTON

The Department of Psychology at **EASTERN WASHINGTON UNIVERSITY** invites applications for a tenure-track position at the rank of assistant professor in Clinical Psychology for Fall, 1999. Area of specialization is open, and we welcome candidates who can either add to existing strengths or enhance the diversity of our department. The successful candidate will supervise practicum students in our M.S. program as well as teach in our graduate and undergraduate programs. Applicants should hold a Ph.D. from

an APA-accredited program in Clinical Psychology with an APA-approved clinical internship completed by August of 1999. Theoretical orientation is open but must interact effectively with clinical and experimental colleagues and have a strong commitment to a scientist/practitioner model. Information about our programs and faculty is available on the world wide web at <http://www.class.ewu.edu/class/PSYCH/programs.html>. Applications should include a statement of interests, curriculum vitae, recent publications, and at least three letters of recommendation. Applications must be received by February 28th, 1999 to: Chair, Psychology Search Committee, Department of Psychology, MS-94, Eastern Washington University, 526 5th St. Cheney, WA 99004-2431. *Eastern Washington University is committed to affirmative action and equal opportunity. Applications from members of historically underrepresented groups are especially encouraged. The successful candidate will be required to show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws.* WA1

Postdoctoral Research Fellowship in Alcohol Research This is a two-year appointment, commencing no earlier than July 1999 and no later than January 2000, with the Addictive Behaviors Research Center in the Department of Psychology at the **UNIVERSITY OF WASHINGTON**, and is funded by the National Institute on Alcohol Abuse and Alcoholism. The overall purpose is to provide postdoctoral training for individuals who wish to pursue a career in alcohol research, with an emphasis on the etiology and prevention of problem drinking and alcoholism. As this topic will be approached from both psychosocial and biobehavioral perspectives, individuals with background training in relevant areas of psychology (clinical, health psychology, physiological, social, cognitive, behavioral pharmacology, etc.) are encouraged to apply. Applicants should submit a cover letter indicating areas of interest, a vita, and three letters of recommendation by March 31, 1999, to G. Alan Marlatt, Ph.D., Postdoctoral Psychology Training in Alcohol Research Program, Department of Psychology Box 351525, University of Washington,

Seattle WA 98195-1525. This appointment is contingent upon new project funding approval from NIAAA. WA2

WISCONSIN

WISCONSIN, LA CROSSE UNIVERSITY OF WISCONSIN-LA CROSSE Psychology Department has two tenure-track positions for August 1999 at the rank of assistant professor. The university and department have a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply. 1. **Cross Cultural** Psychologist with expertise in one or more of the following: developmental or social psychology, diversity, acculturation, ethnic minority experience within the USA, cross-cultural development, international education. Duties include teaching in the areas above, advising, service and scholarship activity. 2. **An Applied Mental Health** for an individual strongly committed to undergraduate teaching in an area such as counseling or community psychology. Duties involve: advising, teaching psychological testing, measurement, and child development classes (including an emphasis in child and youth care). Preference given to applicants with interest in overseeing student internships and creating links for an academic program in child and youth care. Successful applicants for **either** position will show evidence of being able to actively involve undergraduates in their program of research. Preference will be given to applicants with completed doctoral degree (advanced ABDs considered) and evidence of teaching experience, research ability, and practitioner experience (if applicable). Send a letter of application that clearly indicates the position title, CV, teaching statement, preprints/reprints, official transcripts, and 3 current letters of recommendation to Dr. Betsy Morgan, Chair, Psychology Department, UW-La Crosse, 1725 State St., La Crosse, WI 54601. All materials must be received by March 1st. **WI1**

Social Psychology. The Department of Psychology at the **UNIVERSITY OF WISCONSIN-RIVER FALLS** seeks applicants

for a tenure-track, Assistant Professor in Social Psychology position with expertise in one or more of the following areas: social cognition, social influence, prejudiced/discrimination, attitude formation, or cross-cultural psychology. The primary duties of this position include teaching Social Psychology, Individual and Group Processes, an upper division course in the area of expertise as well as courses in both General Psychology, and Research Methods. Teaching duties include meeting four classes each semester. Additional duties include advising students, participation in departmental activities, and serving on department, college, and university committees. The candidate will be expected to engage in scholarly activities such as writing and publishing in professional journals and attendance and presentation at professional meetings. More information can be obtained by visiting the department web site: <http://www.uwrf.edu/psych/welcome.html>. **Salary:** Compensation is based on experience and qualifications. **Qualifications:** A Ph.D. in Psychology at the time of application, demonstrated excellence in teaching, and demonstrated ability to conduct social psychological research. **To Apply:** Submit a curriculum vitae, a letter of interest which includes a statement of undergraduate teaching philosophy, professional/teaching areas, qualifications and experience, and a statement regarding ability to contribute to the enhancement of student awareness and appreciation of diverse cultures. Include unofficial graduate and undergraduate transcripts (official copies will be required if hired) and names, addresses and telephone numbers of at least three references who can specifically comment on your teaching ability, experience, and professional preparation. No electronic applications will be accepted. Inquiries and applications should be addressed to: Dr. Michael J. Reich, Department of Psychology, University of Wisconsin-River Falls, 410 South 3rd Street, River Falls, WI 54022. <http://www.uwrf.edu/>. **All requested material must be postmarked no later than March 31, 1999.** The names of all nominees and applicants who have not requested confidentiality in writing, and identities of all finalists must be released upon request. *UW-River Falls is committed to creating an educational community that*

enhances student awareness and appreciation of diverse ethnicities and culture and that actively supports tolerance, civility and respect for the rights and sensibilities of each person without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs. Awareness of and sensitivity to diverse ethnic and cultural heritages are especially sought in applicants. AAEEEO. WI2

CANADA

YORK UNIVERSITY, Toronto, Canada: Applications are invited for a tenure-track position at the assistant professor level in Clinical Psychology, in the Department of Psychology, Faculty of Arts. The department is seeking a candidate with expertise in the biological basis and/or treatment of psychopathology. Preference will be given to individuals who work with adult populations. Duties include teaching in both the graduate and undergraduate programs. A PhD in Psychology is required. Candidates should have a promising publication record and program of research. Enquiries and applications, with curriculum vitae, three letters of reference, and relevant reprints should be directed to: Prof. Sandra W. Pyke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele St., Toronto, Ontario, Canada M3J 1P3. Fax: (416) 736-5814; Telephone: (416) 736-5116 (E-mail: spyke@yorku.ca). All positions at York University are subject to budgetary approval. A review of applications will continue until the position is filled. York University is implementing a policy of employment

equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. **CN1**

GERMANY

PRE/POSTDOCS IN COGNITIVE MECHANISMS—The Center for Adaptive Behavior and Cognition at the **MAX PLANCK INSTITUTE FOR HUMAN DEVELOPMENT** in Berlin, Germany, is seeking applicants for 1 one-year Predoctoral Fellowship (tax-free stipend DM 24,000) and 1 two-year Postdoctoral Fellowship (tax-free stipend DM 43,000) beginning September 1, 1999. Candidates should be interested in modeling bounded rationality in real-world domains, and should have expertise in one of the following areas: judgment and decision making, evolutionary psychology or biology, cognitive anthropology, experimental economics, social heuristics, risk-taking. For a detailed description of our research projects and current researchers, please visit our WWW homepage at <http://www.mpib-berlin.mpg.de/abc> or write to Dr. Peter Todd at ptodd@mpib-berlin.mpg.de. The working language of the center is English. We strongly encourage applications of women and minorities. Send applications (including cover letter describing research interests, curriculum vitae, letters of recommendation, and reprints) by February 28, 1999 to Professor Gerd Gigerenzer, Center for Adaptive Behavior and Cognition, Max Planck Institute for Human Development, Lentzeallee 94, D-14195 Berlin, Germany. **GM1**

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