



OBSERVER

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NIMH Reorganizes

New structure to keep institute on cutting edge of scientific research

For more than a decade, the National Institute of Mental Health (NIMH) struggled under a series of temporary leaders, tight budgets, and congressional attacks. When Harvard University psychiatrist Steven E. Hyman took the reins as director of the agency a year and a half ago, he spoke of making the necessary changes to spur NIMH on from its tumultuous past towards a stable, productive, proactive, and scientifically responsible future.

Now Hyman has organized NIMH—the single largest federal funder of psychological research and training—into an institute that he says will be stronger and better able to promote behavioral research and mental health research more generally.

“Science changes. I think it is absolutely critical to reflect that,” he said in a recent conversation with APS Executive Director Alan Kraut. “We are in a



NIMH Director Hyman (left) told APS Executive Director Alan Kraut that the NIMH reorganization will bring science, research, and the agency itself into the 21st century.

position to stimulate research on the cutting edge and we have a responsibility to not hold back scientific progress. We were very well organized for the scientific opportunities of the last decade. We really have to be organized for the scientific opportunities of today.”

The NIMH reorganization is designed to strengthen the connection between basic and applied research, to break down barriers between disciplines, and to direct more funding

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Summit Offers a Panoramic View of Scientific Psychology

Ask research psychologists “what’s involved in advancing the scientific base of psychology?” and you’re bound to get different answers. To some, it’s defining the substantive questions that need to be answered. To others, it’s overcoming the hurdles presented by peer review and institutional review boards. To still others, it’s increasing federal support for behavioral and social science research. And still others think the critical issue is coping with the shifting disciplinary boundaries within psychology and between psychology and other fields.

One point on which there is complete agreement is that the field as a whole must develop a vision and strategies to build on its already-considerable achievements.

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It's the research, not the researcher

Instead of creating a structure based on specific fields, Hyman has asked NIMH staff to think in terms of "intellectual problems" and bring together not only cognitive scientists and neuroscientists, but also clinical investigators to understand brain-behavior relationships in subjects all the way from the marine mollusk *Aplysia* to the human.

"Let's face it, some science, like neuroimaging, is of great interest to many communities, but cannot be accomplished unless it is interdisciplinary. I want to make sure that the right minds can be brought together, not only by conferences but by program project or center mechanisms. I think many of our centers—interestingly, not the behavioral centers—have missed opportunities where this is concerned," he said. "You don't analyze what is interesting in a mouse mutant or in clinical human neuroimaging without an interdisciplinary team. [NIMH is currently inviting applications for Centers for Behavioral Science Research in Mental Health. See page 31 for more information.]

"It is critical that we have people organized not by tool—because tools change constantly—and not by professional society or affiliation or degree, but by shared intellectual problems," he added.

In fact, readers will notice the overlaps in the division mission statements that appear in the box on page 3, illustrating this interdisciplinary objective.

A brand new day

The DMDBA is often referred by Hyman as the "behavioral" division. Much of psychology will be funded there. But in reshuffling what had been the Neuroscience and Behavioral Science Division, Hyman also attempted to create a neuroscience division in which behavioral science, while no longer in the actual name of the division, was an integrative part of the division, rather than a specific receptacle for the field of behavioral science. The DBCNR, he said, will do what the other divisions do in terms of behavioral science: make it an integral part of the big picture.

"In this reorganization, what is being emphasized is what is not happening naturally, which is the translation of basic behavioral science into greater relevance to human health. We also want to increase the traffic of ideas back and forth between behavioral science and neuroscience," he said. "The basic and clinical neuroscience division has in it a great deal of behavioral neuroscience and I don't want to separate out behavioral science in a single division. I want it to be in all three divisions."

Hyman cites research with the mouse genome as an example. Within the next few years, he predicts, science will be able to control the mouse genome at will, turning on or off mutant genes with regional specificity and temporal control on the mouse brain.

"The genetics will become routine in the next few years," he said. "To exploit these remarkable tools, what we need are the

CONTINUED ON NEXT PAGE

NIMH Peer Review Merges with NIH

In addition to changing its organizational structure, the National Institute of Mental Health (NIMH) is undergoing another significant change: the integration over the next year of its peer review system into that of the National Institutes of Health (NIH).

This will complete NIMH's move to NIH, which began in 1992.

NIMH Director Steve Hyman said that while that process is an important opportunity to strengthen both NIMH and NIH's peer review processes, there are concerns associated with the peer review reorganization.

"There was some grave concern about what this would mean," said Hyman. "First, that there would be systematic bias against NIMH grants in an NIH culture—I think people working in behavioral science often assume they are going to be devalued. In fact, the rigor of the grants shines through and we have many examples of that. There was also concern that our scientific goals might be distorted unless we basically started from scratch, rather than just adding the NIMH system into NIH."

Talking about the experience with neuroscience peer review study sections, which will serve as a model for the integration of the behavioral science study sections, Hyman said: "We worked very hard to bring in diverse representatives from the extramural world, ranging from current study section chairs who have one view of things, to professional societies, to groups of outstanding investigators."

In consultation with outside experts, they are trying to organize study sections by shared scientific problems, rather than discipline.

There will also be overlap among study sections, said Hyman. "We have set this up so that any grant could potentially go to two study sections. We also want to make sure that any area is represented with a critical mass so that there is enough breadth and depth of expertise in the study section to review grants in that area."

In addition, there is an effort to develop committed, dynamic, and cutting edge-minded study sections.

"We are trying to think of ways to ensure that study sections don't hold back innovation. In the neurosciences, we realized that under the old system some of the study sections were getting all of the hot science and some were getting the backwater science," he said. "Unfortunately that meant that the hot scientists were competing with the hot scientists and the backwaters were competing with the backwaters. We are really hoping that this reform doesn't become the backwaters of a decade of now. For this reason, we are trying to think of how we can keep things moving so that study sections don't hold back innovation."

Another area of concern to Hyman, and one that APS has been actively involved in, is the protection of developing mechanisms for young researchers. Hyman said that the peer review issues that need to be considered are: encouraging young investigators; protecting them from "old boys clubs" that have formed in past; and determining how to facilitate, protect, and nurture these young scholars while ensuring high standards.

"There is no off-the-shelf answer," he said. "At the institute level, I always have my eye out for young investi-

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people who are going to map behaviors onto the brain and develop behavioral screens to determine what is different about these mouse mutants. This is going to give us a critical leg up in understanding the brain and eventually human health, but right now there are really very few behaviors aside from things like conditioned fear and some versions of visuo-spatial and other forms of explicit memory—where we really understand the brain/behavior relationships. We are in desperate need of this rich intellectual traffic back and forth between integrative neuroscience and behavioral science if we are going to make good on the promise of these tools,” said Hyman.

“Another area that is burgeoning is human neural imaging. As I have said many times, I don’t think these potentially wonderful and powerful tools can be used without the input of cognitive scientists and the people who understand circuitry,” he added. “If you simply have a clinical investigator and a neuroimaging machine, you don’t end up with robust hypothesis testing that pushes our understanding.”

Focus on children

Hyman plans to make children a central focus at NIMH. The reorganization will, he hopes, give the institute a better opportunity to do that. This too goes back to the need to make a clearer and more obvious connection between research and application.

“One of the things that we all have to worry about is how research on normal development and developmental psychopathology will yield an output that will impact the health of the children,” said Hyman. “We must continue to do basic developmental psychological investigation. But again, we need to be asking that some of it gets translated into potential interventions for children, so that we will have better understanding of psychopathology in children, and go beyond the simple syndrome DSM IV approach, which I find unsatisfactory. All of this really needs to be done if we are going to impact the health of our children. I hope that in this new structure and with these new goals we will be able to do that.”

Hyman said that lab-based assessments are the starting point for this process, but stressed that research has to go farther. “Often we have started things with great promise but they have stayed within the university department or library and no one has asked what the potential impact of this laboratory assessment might be in the domain of the public health. I applaud the interest of this Administration and this Congress in children, but I am very concerned that this wonderful research—for example, on the development of the nervous system that shows that visual inputs are required to build the visual cortex—might be used to justify particular interventions without doing the hard intermediate work.”

Another difficulty in research on children is the lack of data on what works, according to Hyman.

“Most of the practitioners seeing children are psychologists and social workers, and to a smaller extent, psychiatrists. There are vastly different philosophical views and belief systems among these fields and this is troubling because we should base our practice on empirical data. I am often asked if I believe in psychotherapy or in using medication,” said Hyman. “And my answer invariably is that what I believe in is the scientific method so that we can find out

In His Own Words . . .

For about 18 months, Hyman has been at the helm of the National Institute of Mental Health (NIMH). Here are some of his comments, from his conversation with APS Executive Director Alan Kraut, on the Institute, his job, and the role of NIMH in the National Institutes of Health.



Hyman

KRAUT: Regarding the integration of NIMH into NIH, how do you feel you are being seen at the NIH Level?

HYMAN: I have to say I am very much, personally, an NIH person. I was never here when it was ADAMHA and I recognize that many people in the Institute thought we might be somehow lesser or marginalized. I have had quite the opposite feeling. All you have to do is look at our relative budget numbers—and we don’t know what Congress will do in the conference committees—but you see that NIMH is among the leaders in terms of percentage increases.

KRAUT: Is NIMH involved in NIH-wide initiatives?

HYMAN: We have been involved in every desirable NIH-wide activity. For example, I am co-chairing the search committees for the new neurology institute director and co-chairing the committee that represents the institutes interests in building a new clinical center. We have been in no way hurt or marginalized by becoming part of NIH. If you look at other agencies at HHS and how they fare in the budgetary realm, I think it could be argued that it is lifesaving to be part of NIH.

KRAUT: In fact, you have been here about one and a half years. At a personal level, are you enjoying it?

HYMAN: It is a very hard job. This job is service-oriented and I feel, personally, that I have made enormous sacrifices with respect to time I spend with my family and time I get to focus on my own science. Interestingly, what I didn’t predict is that this is a job in which I am always onstage in output mode. What I miss the most are the quiet scholarly moments in reading and writing. One of the reasons I think that people should not remain in a position as director for too long is that I think that you can readily become a mile wide and a millimeter deep. On the other hand, I am happy that I have done it and it feels enormously valuable.

KRAUT: What advice would you give an incoming Director?

HYMAN: Everybody asks me if I can ever get anything done—can I change anything? The answer is yes, you can, if you have the confidence to integrate the information you get from the community with your own beliefs and then act on it and not back off. You can’t be arrogant and you have to recognize that you might make mistakes. I have been enormously blessed with very talented staff members. There is no more interesting set of issues to get up every morning and think about and there are areas of science and public health that I feel passionately about and I feel privileged to be able to influence.

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Common Sense, Common Ground

Enhancing *Organizational Performance* is the fourth in a series of National Research Council reports commissioned by the Army Research Institute, exploring techniques for enhancing performance. (See previous *Observer* articles in 1991, 1994.)

For all four of these studies, the goal was to provide a balanced view of these psychological and management techniques for a wide audience, inside and outside the military. Explains study participant George Huber, of the University of Texas-Austin, "The Army is being exposed to many specialized points of view. They want informed judgements—some perspective by scholars, consultants, and some military personnel, on what really does enhance organizational performance."

While the first three studies dealt with techniques applicable to individuals and to small groups, this book deals with the management of large organizations, the relationships between large organizations, and it tackles aspects of international relations, particularly in the context of the changing role of the U.S. Army after the cold war. The change in focus has shifted the make-up of the Committee on Techniques for the Enhancement of Human Performance from mostly psychologists to a mix including sociologists, management specialists, and political scientists. APS Board member Jerome Singer is the chair of the committee.

According to Committee members, they were hampered by a lack of hard data. "Reviewers criticized us for making statements not backed up by hard research," says study director and social psychologist Daniel Druckman. A specialist on organizational culture, Janice Beyer suggests that some of the reviewers may have been applying a standard of proof more suited to physical science than social science. "That level of proof is not likely to happen in these complex and rapidly changing areas. There are different levels of knowing, and management is an art more than a science."

The book serves as an antidote to faddish approaches and overgeneralization. "We hope readers will be informed of complexities involved, get some insights as to how to look at the phenomena, and come away with some handles—some levels they can use," says Beyer.

Given the difficulties involved in reaching firm conclusions about these subjects, Druckman characterizes the value of the book as "principally a conceptual contribution. It provides a way to think about organizations, and to frame ideas for future research. Conceptualization, analysis, and putting what you're doing in a larger context are useful, even if you live most of your life in the practical world."

New Organizational Forms?

The committee finds that the time pressures of our rapidly changing environment of technical advances and globalization is bringing to the fore several new kinds of organizations. The "adhocracy" is a team assembled for a specific project. The

virtual organization is a team of organizations, coordinated by a "broker," to fill a specialized niche. The horizontal organization uses prescribed interaction between people in different units instead of having a layer of middle management to direct those interactions. The matrix organization contains overlapping sources of formal authority; it may be a stable form, or it may appear as a transitional state on the way to the adhocracy, as organization by job type (i.e., engineers, draftsmen, and metalworkers) gives way to project-based teams (as, perhaps, an experimental solar-powered car project).

"These organizational forms may actually be new, or they may be new words for types of organizations that have occurred before. What is clear is that they are departures from the Weberian hierarchic bureaucracy. These are horizontal organizations where people are grouped more by function than by status," said Druckman

Three Management Fads

Total quality management, reengineering, and downsizing approaches are very popular in boardrooms and business publications, and yet the committee gives all three low marks for efficacy. In fact, one of the questions for further research raised is, given the little evaluative research that has been done suggests they don't usually work as intended, why do they continue to be so popular?

We asked Kim Cameron, who studies downsizing and reengineering, how one does research on techniques that seem so nebulous. "It's a definitional task. We have to be clear about what boundaries we're drawing, so that we can compare our work and determine if we are studying the same thing," he explains.

The book takes these three fads to task for having little to them but standard good management practices, repackaged. George Huber says of reengineering, "It contains absolutely nothing I didn't learn as a masters and PhD student in Industrial Engineering in the 50s and 60s. But now we have computers, which can be used to make all the things we do more effective. Information technology is central to reengineering, but the basic concept has always been there. How could we get by without this step in the process?"

Cameron offers a twist to the issue of standard practice, which may help to explain why repackaging is needed, or at least to explain why it isn't obvious to the managers who adopt it: "Often the circumstances that create the need for downsizing or reengineering drive out good management practices. In a crisis or an ambiguous situation, higher management tends to exercise excessive control, while lower management is afraid to take the heat for any decisions. This phenomenon of 'threat rigidity' creates a trend toward more centralized, more top-down management."



The Committee on Techniques for the Enhancement of Human Performance is pictured above. Front row (l to r): Gary Yukl, Myrna Williamson, Janice Beyer, John Wattendorf, Dan Druckman, Bob Kahn, Nicole Biggart; Back row (l to r): George Huber, Paul Diehl, Harold Van Cott, Mike Drillings, Dave DeVries, Warner Burke. Not pictured are Jerome Singer, Jim Wall, and Kim Cameron.

Organizations Have Culture, Too

Says Beyer, "Culture is a set of beliefs that evolves to help people manage uncertainty and face tomorrow." It is emotional as well as intellectual, and much of it consists of shared assumptions that may never be verbalized. As the study concludes, culture is extremely pervasive, and hard to define, but culture can be built, perpetuated, and changed in a number of ways, including the selection of organization's members, and the socialization of new members by the others. Of course, when redirecting the culture of an organization, a leader will change some members attitudes and orientations, and may be forced to dismiss members who cannot give up the previous culture.

In talking about the many role changes for the Army following the end of the cold war, Beyer says, "The most important problem is how to maintain the identity of the services during times of such rapid change. What cultural features can we preserve, to keep their vital continuity?" Much of the research in this field puts too much emphasis on cultural change, not enough on cultural continuity, says Beyer.

As more and more organizations are working together, sometimes by the choice of the organizations themselves (mergers, for example) and sometimes involuntarily (hostile takeovers, or, armies of two countries ordered by their respective governments to perform a joint peacekeeping operation), cultural clashes become more frequent. We asked Cameron about a related comment in the book about 'moral mazes,' in which managers are put in the position of pleasing several different groups, without an overriding moral system to guide them. He explained that, "It is an inherent attribute of modern management, a dilemma that occurs more often in dual identity organi-

zations, i.e., those with two sets of values, as for instance, corporation/university; or, warrior/peacekeeper." Note that the two value sets involved may originate with two dissimilar organizations that have formed a joint venture, as the university and the corporation, or the two value sets may come from disparate roles forced on an organization by other authorities, as when a government decides that its army will act as peacekeepers in a situation where they may be trained and equipped to act primarily as warriors.

Leadership and Training

The committee examined leadership training, and found that although it is a multibillion-dollar

Committee on Techniques for the Enhancement of Human Performance

COMMISSION ON BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION; NATIONAL RESEARCH COUNCIL

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- Janice M. Beyer, Univ. of Texas-Austin
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1998 President: Diane Halpern, California State University-San Bernardino

The **Society for the Teaching of Psychology** (APA Division 2) is a national organization that represents the interests of teachers of psychology in academic institutions from secondary through graduate level. All interested in the teaching of psychology, both members and nonmembers of APA, may become members of the Society. To meet the needs of psychology teachers, the Society publishes *Teaching of Psychology*, a quarterly journal; develops teaching materials through its Office of Teaching Resources in Psychology (visit OTRP Online at <http://www.lemoyne.edu/OTRP/>); sponsors programs at national, regional, and teaching-oriented conferences; bestows annual Excellence in Teaching Awards; and provides financial support to Teaching in Psychological Science (TIPS), an electronic discussion group.

Visit the Society's WWW home page at <http://psy1.clarion.edu/mmm/Division2/d2.html>

1998 MEMBERSHIP APPLICATION

The Society will process new membership applications for 1998 until August 15, 1998. If you join by then, you will receive all four 1998 issues of *Teaching of Psychology* (which otherwise costs \$27 annually) and the division's fall & spring 1998 newsletters. After this deadline, please contact the Membership Chair for a 1999 application.

Please mail your application and a personal check or money order in U.S. currency, payable to Society for the Teaching of Psychology, to:

**Thomas Pusateri, Membership Chair
Society for the Teaching of Psychology
Loras College
Dubuque, IA 52004-0178**

If you have questions about membership in the Society, please contact Tom at: **Phone: 319-588-7226
Email: pusateri@loras.edu**

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Dues for 1998 must be received by August 15, 1998. Please pay the lowest dues for which you qualify.

- \$13 Post-doctoral, graduate, undergraduate student
- \$16 High school teacher, guidance counselor, etc.
- \$16 APA Fellow, APA Member or APA Associate
- \$20 College or university professor, librarian, etc.



Celebrating a Decade of APS

Next year marks the 10th anniversary of the American Psychological Society. Created to promote, protect, and advance the interests of scientifically oriented psychology in research, application, and improvement of human welfare, the Society has grown to be one of the premier scientific organizations in the world. To celebrate, the *Observer* will feature this new column commemorating of some of the highlights of the last 10 years. This month, we take a look at the first official APS convention and the first issue of what eventually became the *Observer*.

In the Beginning . . .

The first incarnation of what was to become the *APS Observer* was a 16-page, tabloid-size publication. Compare that with the 64-plus-page magazine you receive today and it is easy to see how far we have come. Volume 1, Issue 1 featured a 1912 photograph of Wilhem Wundt in the Leipzig Laboratory demonstrating the reaction time experiment with Ottmar Dittrich, Wilhem Wirth, Otto Klemm, and Freidrich Sander. The headlines in this inaugural issue reflect the events of the day:

Here We Go! APS Approved by 97% Vote

APA Considers, Defeats, Reconsiders, and Tables Anti-APS Resolution

**A Presidential Column by Janet Spence, APS's first elected president:
American Psychological Society: Off and Running**

**An essay by Steven C. Hayes, the first editor of the APS Observer:
American Psychological Society Was Inevitable**

Though it was then called the *APS Newsletter*, APS asked its members to come up with suggestions for a name. The person with the winning suggestion would receive "credit, accolades, an original 'APS Charter Member' button, and the honorific title 'Namer of the Newsletter.'" By the second issue, APS had received such suggestions as: The APS Merrimack, Psience, and Scientific Psychology. The winner, of course, was the *APS Observer*, submitted by Carol Tarvis, a scientific writer and social psychologist.

The first incarnation was a 16-page publication with one employment position advertised. Today the *Observer* averages about 60 pages an issue. It has also become one of the most sought-after sources of job placement advertising in the field, with hundreds of ads appearing every month.

The excitement of breaking ground on what was to become one of the most significant scientific organizations in the world was palpable on those few pages. We at APS strive to maintain that enthusiasm and momentum in the *Observer*, the journals, the convention, and everything we do.

Janet Spence promised in her first Presidential Column: "APS will devote itself to advancing the interests of academic and research-oriented psychology, both basic and applied." The mission is still the same 10 years later and it is the goal of APS to pursue that mission with excellence.



OBSERVER

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“A Kind of Psychology Woodstock”

Those of us who participated in the first APS convention in Alexandria can have no doubts about the future of the APS. The program provided a superb sample of contemporary psychological research, the sessions were well attended, and the general feeling generated by the meeting was one of, well, simply put, excitement.

JAMES MCGAUGH

In what one person called “a kind of psychology Woodstock,” more than 1,000 psychological scientists and scientist-practitioners attended the historic first convention of the American Psychological Society, held June 10-12, 1989, in Alexandria, VA.

Attendance exceeded almost everyone’s expectations and very nearly the capacity of the convention facilities. Preregistration for the inaugural event so topped early estimates that the convention had to be moved to a different location only months before the meeting.

The presentations—across the board—were of the highest quality I’ve ever seen. The research content was exceptionally good.

JUDITH GOGGIN

The convention featured 21 invited addresses and symposia covering all aspects of scientific psychology, and two keynote addresses, deliv-

ered by Princeton University’s George Miller, and then-incoming APS President James McGaugh, of the University of California-Irvine. The invited presentations were complemented by an additional 426 submitted poster presentations and a panel discussion on federal research funding opportunities.

Because plans for the convention were made in the midst of the establishment of APS itself, the call for papers went out only a few months before papers were actually due. Nevertheless, 520 poster submissions were received by the deadline and another 50 arrived after the deadline.

There was a wonderful spirit of excitement. . . . People had the sense of participating in an historic event that would make a difference in scientific psychology.

VIRGINIA O’LEARY

Today, the number of attendees, posters and addresses has more than doubled, and the convention is considered to be one of the most anticipated and significant meetings in the field of psychology. Join APS at the 10th Annual Convention, to be held May 21-24, 1998, in Washington, DC, and help us celebrate a decade of commitment to, and excellence in, scientific psychology.

The quotes featured on this page came from the July 1989 Observer that featured coverage of the then-recent convention.



The 10th Annual APS Convention, to be held in Washington, DC, May 21-24, 1998, will not only include a special celebratory anniversary event, but will also feature some changes to the program that will make the meeting the best and most productive yet.

See the September 1997 Observer and pages 10 and 11 of this issue for some of the highlights of the 1998 conference.



Truth or Consequences

1998 *Bring the Family Address to Look at Perception of Deception*

Q: How can you tell if a politician (or lawyer, or car salesman) is lying?

A: His/her lips are moving.

At least, that's how it works in the joke. But what about real life?

The *Bring the Family Address* at the 10th Annual APS Convention, to be held in May 1998, will shed some light on that dilemma. In his address, "Telling Lies," Paul Ekman, of the University of California-San Francisco, will examine why we lie, why lies fail or succeed, and how well academic psychologists, clinicians, and law enforcement personnel can identify lying from demeanor.

According to Ekman, there are two basic research issues associated with determining if someone is telling a lie: how well one can control his or her behavior; and how well one can fabricate an emotion he or she is not feeling. "Those are really questions about the nature of emotion [Ekman's other main research area] and the nature of how voluntary and involuntary behavior are related," he said.

Deception Perception

Ekman serves as both professor of psychology and director of the Human Interaction Laboratory at the University of California-San Francisco's Langley Porter Psychiatric Institute. A Fellow of APS, Ekman earned both his doctorate and masters degrees from Adelphi University after completing his undergraduate work at New York University.

The *Bring the Family* talk will start with audience participation in a videotape test to see how well the audience can determine if someone is lying, said Ekman.

"I will tell them how their answers compare to various law enforcement personnel from judges to the CIA and how it compares to both academic and clinical psychologists as well as psychiatrists," said Ekman, who will also discuss what his research has uncovered about why people lie and why lies fail. Additionally he will discuss the success rate he is now achieving in being able to determine true behavioral measurements, that is, whether someone is lying or being truthful. As of September 1997, the success rate is 85 percent, though he expects that by the time of the convention, this rate will have climbed to 90 percent, he said.

"I will wrap the address up with two questions. One is: Could you teach [lie-detection] to people? The other is: Would you want to?" he explained. "When I got involved in this research, I found that lies occur in every aspect of life. There are some costs to being able to catch a liar. You might find out things you would sometimes rather not know: your wife is cheating; your kid is using drugs; your students are bored. There are all kinds of things you might discover which you might think

are in your interest but they might not be pleasant things to find out."

Noting the irony of delivering an address on lying in Washington, DC, Ekman said he will give a few examples of lies told in the political arena. "I have a large collection of political lies and I will share some of them, but there will not be examples of anyone who is presently in office."



Ekman

The Psychology of Lies

The study of deception is one of two main areas of research for Ekman, who began his career studying emotion—its expression and its relationship with physiology. He has written 11 books on emotion and two on deception.

Ekman said that the study of deception has only recently garnered interest in the academic realm. He speculates that perhaps deception (as a research subject, not as a practice) does not fit into any of the popular theories in social psychology.

"I have developed my own theory about the nature of deception but it is not linked to any mainstream social psychological theory," he said.

Given that Ekman studies deception and how to determine if someone is lying, are people a little uncomfortable in his presence? (Students take note.)

"My usual reply when I notice people acting self-consciously around me is to say that I can only tell when people are lying if they are on videotape," he said. "More seriously, I tell them that I may be able to tell that they are not being frank, but I can't read their mind to know exactly what it is that they are not revealing, which reassures them."

Addressing the family

While he has often addressed non-scientific or academic crowds, Ekman concedes that the *Bring the Family*, a traditional and highly popular event in the annual meeting, "is a little more challenging because you've got families attending and you've got your colleagues also attending. Usually, I have one or the other," he said. "Most academic audiences are more interested in the details of the method and the quantitative findings while the general audiences want to know what you learned and what

SEE EKMAN ON NEXT PAGE

Keynote Speaker Larry Squire Remembers When . . .

By his own admission, University of California-San Diego researcher Larry Squire is prone to feelings of nostalgia. How appropriate, since his research for 30 years has focused on memory.

"I have been interested in memory since I was in high school," said Squire. "I am given to nostalgia and I have an interest in 19th century literature and history. I think there is a special pull for me in the topic of memory forming because I am interested in history. Looking back is what memory is all about," he said.

Squire will share his nationally-recognized expertise in this area with the APS membership when he delivers the Keynote Address at the 10th Annual APS convention this May.

"Memory, Amnesia, and Brain Systems" will look at how studies of monkeys and humans have identified a system of brain structures that is essential for conscious recollection. He will also discuss the contrast between conscious memory and various non-conscious forms of memory that depend on other brain systems.

"I will talk about how we understand the function of the declarative memory system, its anatomical components, and what we understand about the contribution of the different components to declarative memory," he said.

He added that he will discuss the topic of recognition memory which has been a focus of interest recently in both human cognition and work with animals. In addition to talking about other kinds of memory systems in the brain, including the systems that support priming and habit learning, he also plans to talk about the anatomical components of declarative memory and their role in recognition memory.

"This is an area in which there has been cumulative systematic and relentless progress since animal models of human memory impairment were first developed in the late 1970s and early 1980s," said Squire. "I hope to convey some of the excitement of that progress and some of the satisfaction one can have by engaging in a long-term systematic study of a problem, and also, in the context of psychology, the great advantages and

excitement that can be obtained by combining the strategies of psychology and neuroscience."

Squire is currently a professor of psychiatry and neuroscience at the University of California-San Diego School of Medicine, and a research career scientist at the San Diego VA Medical Center. He received his bachelor's degree in psychology from Oberlin College and, after graduate work at Stanford University, earned his doctorate from the Massachusetts Institute of Technology. Affiliated with the American Association for the Advancement of Science, the Psychonomic Society and the International Neuropsychological Society, he is a William James Fellow of APS, a member of the National Academy of Sciences and has served as president of the Society for Neuroscience.

An in-demand speaker, Squire said that he tries to tailor his talks to the specific group for whom it is given and discuss perspectives with which they might not be familiar.

"If I am talking to molecular biologists or neuroscientists who didn't know behavior I would have to have a different emphasis. If you talk about memory to psychologists, they understand fully the importance of careful behavioral and cognitive descriptions of categories. Neuroscientists sometimes tend to take that for granted," he said.

"With psychologists, I would like to impress the value of neuroanatomy and the value of what these interdisciplinary approaches can bring," he said.

Squire notes that interdisciplinary research already constitutes a critical mass of APS membership.

"When I was president of the Society for Neuroscience, we ascertained that there is a 10 percent common membership between the Society for Neuroscience and APS, so there is a substantial identification of neuroscience within APS," he said.



Squire

EKMAN FROM PREVIOUS PAGE

you can do with it. So it will be walking a slight tightrope."

But Ekman has no doubts that the subject area will enthrall adults and children alike.

"I have done a lot of teaching to high school and grammar school students. Lies occur very often between kids, between kids and parents, and between kids and teachers," he said.

"Kids are very interested in finding out about lies: how not to get caught, why people do it, how to tell if someone is lying to them. It is not unusual for both teachers and parents to lie to their kids, so it goes both ways." ◆

Staff Changes at APS

Stop the Presses! A New Editor at the *Observer*

Department changes include new Communications Assistant and new opportunities for APS

The *Observer* has a new editor and the APS Office of Communications and Marketing has a new Director.

Veteran APS staffer Elizabeth Ruksznis (that's pronounced Ruck-shin-is) has been promoted to these positions, which were vacated by Lee Herring, who held them since joining APS in 1990.

Ruksznis, who had been Assistant Editor of the *Observer*, is taking over as Editor "at a very dynamic time," she said. "Not only are we celebrating APS's tenth anniversary, but so much is happening in the field of psychological science that needs to be covered both in the *Observer* and in the science and public media more generally." One of her primary goals is to expand APS's media relations efforts in order to "get the word out" on developments in the field.

In the two years she has worked in the APS Department of Communications, Ruksznis was involved in nearly every facet of the office. As Assistant Editor, she did much of the layout and graphic design, and managed the publication's advertising. In addition, she coordinated the press relations efforts for the annual APS convention and served as a media contact for the Society.



Ruksznis

Taking the Initiative

Ruksznis said she is pleased to be taking on the Director's position and that she is looking forward to expanding the Society's communications and press relations efforts.

"Within a few months, I hope to be initiating new communications projects that will not only bolster APS's advertising and membership, but will increase the visibility and recognition of the Society and the important and impressive research of our Members."

During her tenure at APS, "Elizabeth has shown enormous energy and commitment to our publications and to the Society in general," said Alan Kraut, APS Executive Director. "She has been an invaluable asset and we are delighted that she will be bringing her talents to these positions."

Assisting Ruksznis will be Kristen Bourke, who recently joined the APS staff as Communications Assistant. Bourke will work primarily on the *Observer*—participating in writing, editing, desktop publishing, and advertising management—but she will also be involved all of the department communications and marketing efforts.

A native of New York, Bourke spent the last six years with her family in Paris, France, where her parents worked for the American Embassy. While living overseas, Bourke worked

summers in the Information Management Office at the Embassy as a Communications/Administrative Assistant. She had the chance to work on Presidential, Vice-Presidential, and Secretary of State visits, and the G-7 Conference.

She is a recent graduate of Slippery Rock University (SRU) of Pennsylvania and received her bachelor's degree in communication with a minor in English writing. While at SRU, she was a member of the student newspaper.

Now living in Virginia, Bourke said she is excited about living and working in the DC area.

"I am happy to be a part of APS and look forward to all of the editorial and communications projects ahead," she said.



Bourke

Herring at NSF

Herring is now working at the National Science Foundation in the area of public and media relations within the office of the Director. Prior to coming to APS, Herring spent a number of years at the American Psychological Association, where he worked in publications and science advocacy. He will be involved most directly in the area of science and math education research. Because of his long history of working in psychology organizations, it is hoped he will also serve as a resource on the field.



Herring

Lots to Do

In addition to overseeing the development and publication of the APS *Observer*, Ruksznis will serve as a liaison to the Publications Committee, and between the editors and publishers of the Society's two journals: *Psychological Science*, and *Current Directions in Psychological Science*. She will coordinate APS marketing and press initiatives and oversee the APS website.

Ruksznis came to APS from a weekly trade publication where she was responsible for all news and feature coverage of the hospitality, travel, and transportation industries. Before that, she was the city editor for *Ocean City Today*, a weekly newspaper on Maryland's Eastern Shore. Majoring in journalism and minoring in political science, Ruksznis earned her bachelor of science degree from Boston University. She grew up in the Washington, DC, area.

Ray Hyman Joins Sigma Xi Lectures

Sigma Xi, the 95,000-member national scientific and engineering honor society, has named APS Charter Fellow Ray Hyman to its College of Distinguished Lecturers.

In its 61st year, the Sigma Xi lecture program gives chapters the opportunity to host visits from outstanding scientists and researchers who are considered to be at the cutting edge of their field. As a 1998-1999 Distinguished Lecturer, Hyman has agreed to be available, as his schedule permits, to visit and speak at Sigma Xi-sponsored groups to communicate his "insights and excitement to a broad range of scholars and the community at large" from July 1, 1998, through the following June.

"I am very pleased and honored to have been chosen," said Hyman, who was nominated by APS for inclusion in the Distinguished Lectureship Program. He has offered three talks that he is prepared to give as part of the program. APS members may already be familiar with Hyman's research from the Bring the Family address he delivered at the 1994 APS Convention in Washington, DC.

One talk, "Psychics and Scientists," takes a look at how some of the most learned people can be "taken in."

"It is a long-time interest I have had," said Hyman of the phenomena. "Going back about 150 years, in every decade you can find cases where some famous scientist—someone considered top-notch in their field—has interacted with a psychic, by testing a psychic claim or something, and in most of these cases, the scientist has come away validating the psychic while the rest of the scientific community says 'you must be off your rocker.'

"This kind of polarization has happened in almost every decade," he continued. "There are even four Nobel prizewinners in my list of people who were involved in this kind of stuff. What goes on here? Why are some of our best and brightest taken in by some of these alleged psychics? This is the basis of my talk: examining the reasons why even the smartest people, when they step a little bit outside their areas, can be completely off-base."

Another of Hyman's talks, "How Smart People Go Wrong," examines the same basic theme but goes outside the psychic realm.

"I focus on other ways that science can be fooled," he explained, and gave the example of Piltdown man "For 40 years, Piltdown man was considered to be our ancestor and it turned out to have been a hoax—a hoax that fooled the science community for 40 years. There are a lot of other cases like that. I examine the whole issue of in what sense can the scientific method protect us and under what basis can scientists be led astray," he said.

The third talk, "How We Are Fooled" explores how the general public can be swindled, swayed, and misled by people such as con men and psychic readers.

At the University of Oregon since 1961, Hyman's research has focused on creativity, pattern recognition, similarity judgments, coding systems, comprehension of instructional materials, and related issues. He earned his undergraduate degree in psychology from Boston University and went on to earn his master's degree and doctorate from Johns Hopkins University.

Honors, positions, and affiliations throughout his career include: being a Fulbright Scholar at the University of Bologna in Italy; serving as the Thomas Wellington Stanford Chair for Psychiatric Research at Stanford University; participating in the



Hyman is pictured here giving his Bring the Family address at the 1994 APS Convention.

SEE SIGMA XI ON PAGE 28

APS Members Elected to Institute of Medicine

Three APS members were among the 60 people newly elected to the Institute of Medicine (IOM). Election to the Institute is both an honor and an obligation to work on behalf of the organization, its governance, and its studies. With their election, members make a commitment to devote volunteer time to committees engaged in a broad range of studies on health policy issues. Current active members elect new members from among candidates chosen for their major contributions to health and medicine or to related fields such as social and behavioral sciences, law, administration, and economics. The Institute's charter requires that at least one-fourth of the members be drawn from other than the medical profession.

The 60 new members bring the total active membership to 558. In addition, five people were honored by direct election to senior membership, bringing that roll to a total of 627.

The APS members elected to IOM include:

- John T. Monahan, University of Virginia-Charlottesville
- Nancy S. Wexler, Columbia University
- Howard Leventhal, Rutgers University

Letters to the Editor

Dear Editor,

The stated purpose of the article, "Electromagnetic Fields: Health Risk or Health Scare?" by science writer Paul Rowe that appeared in the May/June issue of the *APS Observer*, was to address the degree to which public concern about potential health effects of magnetic fields is justified by scientific evidence, and how psychologists might contribute to the improvement of effective, non-alarmist dissemination of research findings. Instead, most of the article dealt with information about potential health effects of magnetic fields (MF).

Unfortunately, the article framed the material in much the same way as it has been presented to the public by the mass media. Ironically, its principle impact may have been to make readers uneasy about potential health effects rather than encourage consideration of the role that psychological science may play in reducing public anxieties. Whereas Rowe offers public education as the solution, we suspect that education of scientists and science writers about problems of communication with the public is at least as important. In other words, public education about science and scientific findings may be less the problem than the way that research findings are presented to the public in the first place.

In recent years, a number of distinguished psychologists, Amos Tversky, Daniel Kahnemann, Baruch Fischhoff, Norbert Schwartz, Lee Ross and Richard Nisbett among them, have shown that people's judgments are influenced strongly by the manner in which targeted material is presented. We know that people are led powerfully by the context in which material is reported, that anecdotal stories are remembered better than statistical summaries, that positive findings are remembered better than null results, and that base rates are likely to be ignored. Importantly, we know that scientists are not immune to the psychological susceptibility to hold beliefs despite contrary evidence.

Public attitudes about MFs provide an excellent example of the way that fears persist despite evidence to the contrary. More than one hundred

epidemiological studies have addressed the specific question of a relationship between magnetic field exposure and cancer. A handful of these studies have found positive correlations between MF exposure and cancer. Virtually all of the positive findings have made headline news. However, not one of the studies suggesting harmful effects of MFs has proven to be reliable. Moreover, decades of studies examining the effects of MFs at the cellular and whole animal level have revealed no clear mechanism that might link low levels of MF exposure to cancer. Taken as a whole, the large body of epidemiological studies has demonstrated that, if magnetic fields are involved in the development of cancer, epidemiology does not have the power to detect them (Carstensen, 1995). What is the psychological basis for viewing the cup as half full or as half empty?

Presented with the evidence, people may either be reassured that epidemiological scientists, after giving their best efforts, were unable to identify a problem, or concerned that the science of epidemiology may not be sensitive enough to find subtle real effects. The degree of risk perceived by the observer depends in large part on the manner in which the information is presented (MacGregor, Slovic & Morgan, 1994). Even then, comprehensive dissemination of research findings does not have uniform effects on the public. Rather, reactions are much like projective tests. Individuals appear to be influenced not only by the scientific evidence but what they bring to the data, their worldviews, gender, ethnicity and, no doubt, a host of other factors that ready people to be alarmed or calmed by science (Slovic, 1997).

This particular forum does not allow the space to consider all of the potential reasons for the persistent fears about health effects of MFs. No doubt they are derived from a number of sources, including a lack of education about science noted by Rowe. However, they also include a conflict of interest faced by scientists whose funding is linked to finding health effects of MFs as well as the apparent tendency of journalists to represent extreme ends of a position rather than the consensus of the scientific community.

Safety of the general population is best served by a community of vigilant

scientists who explore all reasonable paths to the understanding of potential environmental hazards. In the ideal world, the public should remain unconcerned until clear effects are established, at which point, it is reasonable that they would demand remedial action. Following the report cited in the *APS Observer*, the Department of Energy responded responsibly by canceling a multimillion dollar program on biological effects of electric and magnetic fields. However, under political pressure rooted in public concern, Congress forced restoration of the program.

Citizens will (and should) decide ultimately how to act on scientific evidence. Cognitive and social psychologists have a great deal to offer all of the sciences regarding the dissemination of research results so that these societal decisions are made in an informed and responsible manner. Clearly, psychological science is needed in building the bridge to the public.

Laura L. Carstensen
Stanford University

Edwin L. Carstensen
University of Rochester

Paul Slovic
University of Oregon

Carstensen, E. L. (1995) "Magnetic Fields and Cancer," *Institute of Electrical and Electronic Engineering, Engineering in Medicine and Biology Magazine*, 14:362-369.

MacGregor, D.G., Slovic, P. & Morgan, M.G. (1994). Perception of risks from electromagnetic fields: A psychometric evaluation of a risk-communication approach. *Risk Analysis*, 14, 815-828.

Slovic, P. (1997). Trust, emotion, sex, politics and science: Surveying the risk-assessment battlefield. In M. Bazerman, D. Messick, A. Tenbrunsel & K. Wade Benzoni (Eds.), *Environment, ethics, and behavior*. San Francisco: The New Lexington Press.

The Editor welcomes your letters

Submit letters to:
Elizabeth Ruksznis, Editor
APS Observer
1010 Vermont Ave, NW, Ste. 1100
Washington, DC 20005-4907
Fax: 202-783-2083
Email: ewr@aps.washington.dc.us



CALL FOR NOMINATIONS

APS Board and President-Elect



**AMERICAN
PSYCHOLOGICAL
SOCIETY**

The **APS Elections Committee** seeks nominations to fill the position of **APS President-Elect** and two upcoming vacancies on the **APS Board of Directors**. (Election Committee includes: Marilyn Brewer, chair, Milt Hakel, Roddy Roediger, Sandra Scarr, and Joe Steinmetz.) Board members serve three-year terms, and the President-Elect serves a one-year term and assumes the presidency at the end of that term, followed by a term as Past President. Send names of nominees by **Monday, January 12, 1998**, to APS Elections Committee Chair Marilyn Brewer. Self nominations are permitted.

Both the President-Elect's term and that of each of the two APS Board of Directors positions begin at the end of the May 1998 APS convention. Kay Deaux, of the City Univ. of New York Graduate School, is the current President

and Beth Loftus, of the Univ. of Washington is President-Elect. Board members whose terms are expiring in 1998 and for whom replacements are being sought are Robert Bjork, of the Univ. of California-Los Angeles; and Lee Sechrest, of the Univ. of Arizona.

The other four elected Board members include: Stephen Ceci, Cornell Univ.; John Darley, Princeton Univ.; Joe Steinmetz, Indiana Univ.; and Jerome Singer, Uniformed Services Univ. of the Health Sciences.

In the spaces below, you may name up to two individuals to serve on the APS Board and one individual to serve as APS President-Elect. Elections will take place in Spring 1998.

Be sure to include address, phone number(s), and email address, and, if possible, a current vita of the nominee(s).

I nominate the following for the **APS Board**:

(1) _____	(2) _____
Name	Name
_____	_____
Address	Address
_____	_____
_____	_____
City State Zip	
_____	_____
Phone	Phone
_____	_____
Email	Email
_____	_____

I nominate the following for **APS President-Elect**:

(1) _____

Name

Address

City State Zip

Phone

Email

Your name: _____

Address: _____

Phone: _____

Email: _____

Send Nominations by January 12, 1998, to:

Marilynn B. Brewer
Chair, Elections Committee
American Psychological Society
1010 Vermont Ave., NW, #1100
Washington, DC 20005-4907

MISCELLANY

A University of Southern California study has shown that violent crime may be linked to brain damage. According to researcher Adrian Raine, some murderers show significant metabolic abnormalities in as many as six areas of the brain, several of which can suffer damage during gestation or birth. The study, published in the September 15 issue of the *Journal of Biological Psychiatry*, indicates that better prenatal, perinatal, and postnatal care and better support for inadequate parents appears to be the most promising form of intervention. "It is becoming increasingly clear that we're never going to solve the problem of violent crime if we don't address the link between brain damage and criminal behavior," said Raine.

Raine was also the lead author on another study that showed that a toddler's low resting heart rate can reveal something far more sinister than poor physical conditioning. The study was printed in the October issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*. "A drop of just six beats a minute can point to a 3-year-old's propensity for aggressive behavior and violent crime at a later age," he said. "Our findings are the earliest—and most convincing—link ever documented between resting heart rate and a propensity for violent crime." Raine further emphasized that you can't use heart rate, in and of itself, to predict which toddlers are likely to become aggressively antisocial adults.

Hans Eysenck, the controversial psychologist and IQ pioneer, died in London this past September. Born in Berlin in 1916, Eysenck became a controversial figure when, in 1971, he published a paper, "Race, Intelligence, and Education," in which he suggested that there might be a partly genetic reason for differences in IQ between black and white people. He became a professor of psychology at London University's Institute of Psychiatry where he specialized in studies in intelligence and wrote widely on topics ranging from psychology to astronomy to the paranormal. Eysenck was 81 at the time of his death and he is survived by a wife, four sons, and a daughter.

Yale University has received a \$10.8 million grant from the National Institute of Mental Health and the National Institute on Drug Abuse to support a Center for Interdisciplinary Research on AIDS. The mission of the Center will be to conduct research aimed at preventing HIV infection and reducing the harmful consequences of AIDS in vulnerable and underserved populations. The Center also will examine AIDS-related legal policy as well as ethical issues related to its research findings.

NIMH FROM PAGE 5

what works with real confidence.

"What we need is data about children. We need to be developing more child and developmental specific psychotherapeutic interventions. We need to be developing the infrastructure for doing more research on children which means having more skilled basic and clinical investigators. The number of people in a position to translate basic behavioral science into clinical applications -- whether these are psychotherapies, or ways of helping people access services, or ways of helping people adhere to treatments -- are really few in number."

Vital and Curious

Hyman recognizes that the reorganization will not be an easy adjustment to make internally, but "I have to say by and large we have a very talented staff and by and large they responded wonderfully," he said, adding that he has set high standards for the organization.

"NIMH's mission is in one of the most rapidly changing and difficult areas of science," he said. "We need to be encouraging people to take risks, to be at the cutting edge, to change, to not be limited by having learned certain techniques in graduate school and being frozen like a preserved mammoth in Siberia, rather, to be vital and curious." **Elizabeth Ruksznis**

REVIEW FROM PAGE 4

gators and if there is anything I have done systematically with my discretionary funds, it is to pay for the grants of people early in their careers—not only to people right out of graduate school. It turns out that a period of immense vulnerability is at the time of first grant renewal. We are really very concerned about these people who get into the system and fall out early. The question is, are we sensitive enough to the time and difficulty of developing a research program so that we don't expect too much from an early career researcher?"



Society for Research in Child Development

Executive Branch Policy Fellowships

SRCD is accepting applications for 1998-99 Executive Branch Policy Fellowships. The Fellowships are designed to provide greater interaction between the developmental research community and federal research programs and policies. Fellows spend a year in Washington working as resident scholars in a federal agency that sponsors or uses developmental research, providing advice and guidance to programs, and learning about federal science policy processes.

Applicants must have a doctoral-level degree and exceptional competence in an area of child development research. PhDs, MDs, EdDs, and DSWs are encouraged to apply. Stipends are between \$40-45,000. For further information, please contact Alan Kraut, Director, SRCD Washington Office, 1010 Vermont Avenue, NW, #1100, Washington, DC 20005. 202-783-2320 (ph); 202-783-2083 (fax); akraut@capcon.net (email)

APPLICATION DEADLINE: JANUARY 15, 1998

People

Recent Appointments, Awards, Promotions...

APS Charter Fellow **J.P. Das** was honored this year when the research center where he works was renamed The J.P. Das Developmental Disabilities Centre at the University of Alberta, Edmonton. The occasion was the 30th anniversary of the establishment of the facility. His new test, the Das-Naglieri Cognitive Assessment System was also formally launched at the celebration. Das received his PhD from the University of London.

APS Charter Fellow **Louise Evans** is the recipient of a 1997 Merit Award, presented by the College of Arts and Sciences of Northwestern University, at the 65th Alumni Association Awards ceremony held recently in Chicago, Illinois. The Merit Award is presented annually "to alumni who have distinguished themselves in their particular professions or fields of endeavor in such a way as to reflect credit on their Alma Mater." Evans, who is retired, earned her bachelor of science degree at Northwestern and her master's and doctorate degrees in clinical psychology from Purdue University.

The International Society for Psychiatric Genetics has selected APS Charter Fellow **Irving I. Gottesman** as the recipient of its 1997 Lifetime Achievement Award. Gottesman is the Sherrell J. Aston Professor of Psychology at the University of Virginia. He is the first psychologist to receive the award, which is given biannually. The award was given at a meeting of the International Society for Psychiatric Genetics held in Santa Fe, New Mexico, October 22. Gottesman, who received a PhD in clinical psychology in 1960 from the University of Minnesota, has been involved in behavioral genetics for the past 40 years.

APS Charter Fellow **Paul E. Meehl**, Regents' Professor Emeritus at the University of Minnesota, received a Lifetime Achievement Award from the American Association of Applied and Preventive Psychology at its

annual meeting in Washington, DC, May 24, 1997. His address "Taxometric Analysis: Dimensions and Categories," summarized some of his recent research work. Meehl also received an American Psychological Association, Division 5 award for Distinguished Lifetime Contribution to Evaluation, Measurement, and Statistics, given at its annual meeting in Chicago, August 17, 1997.



APS Member **James Pellegrino** has announced his resignation as Dean of Vanderbilt University's Peabody College of Education and Human Development, effective August 1998. After a one-year leave, Pellegrino, who also serves as the Frank W. Mayborn Professor of Cognitive Studies, will return to teaching and research at Peabody College. He is the principal investigator on several research projects that will require major time commitments by Pellegrino through the year 2002. Pellegrino assumed the post in 1991, and, under his tenure as dean, was instrumental in creating a long-term partnership with Nashville public schools. Through the Learning Communities Project, Vanderbilt University and Peabody College have entered into nearly 70 joint projects with the Metro-Nashville school system.



APS Fellow **Dean Keith Simonton**, professor of psychology at the University of California-Davis, had two of his 1997 publications earn special recognition this year. First, his paper on "Foreign Influence and National Achievement: The Impact of Open Milieus on Japanese Civilization," which was published in the *Journal of Personality and Social Psychology*, received the Ione Honorable Mention for the Otto Klineberg Intercultural and International Relations Award for the *Society for the Psychological Study of Social Issues*. Second, his paper on "Creative Productivity: A Predictive and Explanatory Model of Career Trajectories and Landmarks," which was published in *Psychological Review*, was the co-winner of the George A. Miller Award from Division 1 of the American Psychological Association. The second award honors the paper that best cuts across intradisciplinary and interdisciplinary boundaries.

People News Welcomed . . .

The Editor invites submissions of announcements of noteworthy promotions, appointments, etc., for possible publication in the **People** section of the *Observer*. Send with photo to: *APS Observer*, 1010 Vermont Ave., NW, #1100, Washington, DC 20005-4907; Email: EWR@APS.Washington.DC.US

APS Members In the News . . .

The news media in recent weeks has featured interviews with, or mentioned, several APS Members on various research-related topics. The Members are listed here along with their affiliation, the name of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The list is merely a sampling of the media coverage of Members.

The *Observer* Editor welcomes readers to submit such news item summaries for publication in future issues. Send a copy of the original published story. In the case of TV/radio broadcasts, send a description of the program, broadcast station name and city, interviewee and his/her affiliation, and date of the broadcast.

David Antonuccio, Univ. of Nevada Medical School, *The Brain in the News*, Sept. 15, 1997: Dangerous precedents in the way the antidepressant drugs are being perceived

George A. Bonanno, Catholic Univ. of America, *Lingua Franca*, Oct. 1997: Laughter, repression, and bereavement

Richard Bootzin, Univ. of Arizona, *Health*, Sept. 1997: Rules to achieve proper sleep

Kelly Brownell, Yale Univ., *Health*, Sept. 1997; *The Washington Post Health*, Sept. 2, 1997: The impact of thoughts and feelings on the ability to lose weight

Stephen Ceci, Cornell Univ., *The Washington Post*, Oct. 19, 1997: Increases in IQ points

Sheldon Cohen, Carnegie Melon Univ., *Shape*, Oct. 1997: Stress and the immune system

Richard Davidson, Univ. of Wisconsin-Madison, *Health*, Sept. 1997: Happiness may be more dependent on the person rather than environment

John Foreyt, Baylor College of Medicine, *Health*, Sept. 1997: The impact of thoughts and feelings on the ability to lose weight

Howard S. Friedman, Univ. of California-Riverside, *The Washington Post*, July 22, 1997: How personality and social factors affect longevity

John Furedy, Univ. of Toronto, *Science*, Aug. 22, 1997: Reaction to dismissal of Christopher Brand

Howard Gardner, Howard Univ., *News Hour with Jim Lehrer*, Aug. 27, 1997: Intelligence

Urs E. Gattiker, Aarhus School of Business-Denmark, *Boersen*, Sept. 9, 1997: Letting employees surf on the internet

Susan Goldin-Meadow, Univ. of Chicago, *The Washington Post*, Oct. 7, 1997: Nonverbal communication

Fernando Gonzalez, Morris Brown College, CNN's *Future Watch*, Aug. 24, 1997: Making decisions under stress

John Gottman, Univ. of Washington, *First for Women*, Sept. 8, 1997: The act of helping increases the emotional and physical bond between two people

Michael Graziano, Princeton Univ., *New York Times*, July 22, 1997: Neurons that are activated when an object is no longer in view

Charles Honts, Boise State Univ., *The Boston Globe*, July 15, 1997: Polygraph tests

Dacher Keltner, Univ. of California-Berkeley, *Lingua Franca*, Oct. 1997: Laughter, repression, and bereavement

Bruce G. Klonsky, State Univ. of New York-Fredonia, *Parents*, Aug. 1997: Advice for parents on involving children in sports

Patricia K. Kuhl, Univ. of Washington-Seattle, *NBC Nightly News*, July 31, 1997; *CBS Evening News*, July 31, 1997; *National Public Radio*, July 31, 1997; *Science*, Aug. 1, 1997; *New York Times*, Aug. 1, 1997: The way caregivers speak to infants

Ellen J. Langer, Harvard Univ., *The New York Times*, Sept. 23, 1997: Profile of Langer

Paul R. Lees-Haley, Lees-Haley Psychological Corp., *NBC Extra*, Sept. 1997: Malingering in personal injury litigation

David Lykken, Univ. of Minnesota, *Health*, Sept. 1997: Possibilities of boosting happiness

Robert MacCoun, Univ. of California-Berkeley, *New York Times*, Sept. 1, 1997: American perceptions about illegal drug use

Mike McCullough, National Institute for Healthcare Research, *Utne Reader*, April 1997: Possibility that forgiveness can improve health

David McNeill, Univ. of Chicago, *The Washington Post*, Oct. 7, 1997: Nonverbal communication

Linda Mealey, Univ. of Queensland, *The Sunday Telegraph*, Aug. 17, 1997: Study indicates that symmetrical faces tend to be considered beautiful

Scott Plous, Wesleyan Univ., NPR
Talk of the Nation: Science Friday,
Oct. 10, 1997: Decision making

Robert R. Provine, Univ. of Mary-
land-Baltimore County, *The Washing-
ton Post*, Sept. 10, 1997: Laughter's
social implications

Mary Roznowski, Ohio State Univ.,
Detroit News, July 28, 1997; *San
Francisco Examiner-Chronicle*, Aug.
10, 1997: Happiness no guarantee
workers will stay with job

Robert J. Sternberg, Yale Univ.,
The New York Times, Aug. 25, 1997:
Education system for learning
disabled students

Howard A.E. Tinsley, Southern
Illinois Univ., *Pittsburgh Post-
Gazette*, Aug. 31, 1997: Boredom
and the psychology of leisure

Jaylan S. Turkkan, National
Institute on Drug Abuse, *The Herald-
Sun*, July 28, 1997: Nicotine addic-
tion

David Washburn, Georgia State
Univ., CNN's *Future Watch*, Aug. 24,
1997: Attention as a subprocess in
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APS Invites Nominations for New Fellows Fellow Status Criteria (effective 12/94)

The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology in the areas of research, teaching and/or application. Candidates will generally be considered after ten years of postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered. The nominee must be an APS member.

Nominations

Individual APS members may make nominations any time during the year. Nominators must supply the following documents to the APS Membership Committee.

- (1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
- (2) The candidate's current *curriculum vita*.
- (3) Letters of support from three outstanding contributors to the field of scientific psychology familiar with the nominee's work, one of whom **must** be an APS Fellow.

Review and approval of nominations

The APS Membership Committee has appointed a Fellows Subcommittee consisting of a Chair and other APS Fellows (representing diverse specialty areas) to consider the nominees for whom letters and *vitae* have been received. The Subcommittee's voting on Fellow status may be made during a meeting at the annual convention, a conference call, or by mail ballot. The Chair of the Membership Committee will coordinate all evaluations, recommendations, and voting. The APS Board of Directors will review all nominees approved for Fellow status twice each year (winter and spring) and approved Fellows will be notified accordingly.

Fellowship Nomination

I would like to nominate _____
(please print or type) for APS Fellow status. In support of this nomination I
have enclosed the following documents:

- ◆ Letter of nomination
- ◆ *Curriculum vitae* of nominee
- ◆ Supporting letters from 3 colleagues, at least one of whom is an APS Fellow

_____ (your signature)

_____ (printed name)

_____ (address)

_____ (telephone)

_____ (email)

Return to: APS Membership Committee
American Psychological Society
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907
Attn: Maria Cuzzocrea Burke



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Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief Editor Baron Perlman and Co-Editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

Send article ideas or draft submissions directly to: Barry Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317, Bitnet: PERLMAN@OSHKOSHW; Internet: PERLMAN@UWOSH.EDU

Teaching Psychology from a Cross-Cultural Perspective

Roseanne L. Flores
CUNY-Hunter College

It's your first teaching assignment and you have been asked to teach an introductory psychology course. You ask a colleague to look at the syllabus that you have agonized over for weeks to get the right balance among subject areas. She examines the syllabus, nods in approval and, just when you think you've been given the go-ahead, points out that nowhere in your syllabus have you referred to *culture*. You begin to feel faint and point out that the study of *cultural issues* would be a separate course. Besides, the textbook includes some references to culture, you know little about other cultures, and even if you did, how would that change the material you teach?

Or maybe you have taught for many years, and feel that introducing discussions of cultural factors into your course description would not substantively change the content. Or perhaps you believe culture is important, but to do it any real justice you would have to take a course yourself. Whoever you are and whatever your experience with cultural issues, this column is for you. My purpose is to provide some helpful tips on incorporating culturally-relevant material into our psychology courses.

Culture and Psychology

What is culture and why is it important for the field of psychology? Although scholars disagree about how to define culture, most consider it to be a sociopsychological phenomenon that embodies people's shared beliefs, customary practices, attitudes, and values. Cross-cultural research is the study of human behavior across diverse cultural conditions.

Since the beginning, psychology has sought to study human behavior devoid of culture and context. It has attempted to create theories and obtain *facts* that extend across all cultures. The problem, however, is that principles that appear universal from one cultural perspective do not always extend across cultures. As psychology has come to recognize the impact of culture on human behavior, approaches to studying psychological phenomena have gradually begun to change. However, notwithstanding these changes, instructors have been slow to incorporate culturally-relevant material into the classroom.

Understanding the Student Population

As the student population continues to change from one that was once homogeneous and embraced Western concepts to one that encompasses diverse individuals from virtually all areas of the world, there is a growing discontent with

studying human behavior from a single cultural perspective. For example, while the Westernized approach to psychology emphasizes individualism and the development of universals that extend across all cultures, many students come from traditions that embrace a more collectivist approach to understanding human behavior.

Students from Asian, Latin, and African cultures have observed patterns of behavior different from the Western ideal. Many Asian children are taught that respect for adults/authority, familial responsibility, and advancement of the group are very important, whereas children from Western cultures are often taught the opposite: adults/authority can be questioned, families are important but one is responsible for oneself, and the advancement of the individual is primary (Kim & Choi, 1994). Therefore, if one compared Asian children to their Westernized peers using the Western model as the norm, Asian children would be perceived as lacking some important social, emotional and cognitive skills. However, these same children would appear competent from the perspective of their own culture's expectations.

To ensure that students appreciate the impact of such cultural differences on human behavior, instructors need to incorporate information into their courses that encompasses a broader view of the

interdependence between culture and individual, and provides an understanding of the ways culture shapes human behavior.

Choosing a Textbook

Choosing a textbook is probably the most obvious, important, and easiest step that the instructor can take to include cross-cultural material in the course. But what should instructors look for? Should a text be chosen that attends to culture throughout or should supplementary materials be used to enhance the current text? The answer depends partly on instructor expertise.

Experts in cross-cultural issues may find a single textbook limiting, and may choose to supplement with classics in the field [e.g., Dasen's (1977) *Piagetian Psychology: Cross-Cultural Contributions*; Whiting & Whiting's (1975) classic *Children of Six Cultures: A Psychocultural Analysis*; or Sapir's (1949) text *Culture, Language and Personality*].

For the novice, choosing a textbook that extensively incorporates cross-cultural material may be best. For example, instructors wishing to introduce cross-cultural material on human development might consider either *Life-Span Development* (Santrock, 1997) or *The Development of the Child* (Cole & Cole, 1996). Both textbooks pay special attention to differing sociocultural worlds, and examine how gender and ethnic diversity affect psychological processes. Those with more general interests might consider *Psychology: The Context of Behavior* (Santrock, 1993) which discusses the influence of context in many areas of psychology.

Supplemental Materials

Culture and Psychology (Matsumoto, 1996) is a wonderful supplement with cultural material relevant to any traditional introductory psychology textbook. The author assumes the student is grounded in the traditional psychological literature and therefore can critically think about alternatives to classic explanations. Matsumoto skillfully demonstrates how culture permeates a wide variety of psychological issues such as perception, cognition, language, definitions of intelligence, health, emotions, and work, and cites many studies that show the discrepancies between traditional and

cross-cultural interpretations of research.

For example, when we examine the traditional method of asking people to solve problems involving mechanical devices in laboratory settings, Western peoples often exhibit more advanced problem solving skills than their non-Western peers (Cole, Gay, Glock, & Sharp, 1971). However, if we look closely at the research, we find that perhaps Western peoples do better on problem solving tasks involving machines because they come from highly technological societies where even the youngest individuals are continually exposed to technology. Examples throughout the text guide the student to consider alternative perspectives as well as traditional approaches to topics in psychology.

Another supplementary textbook which provides a wealth of information about culture and psychology is *The Culture and Psychology Reader* (Goldberger & Veroff, 1995), a compendium of articles that examine culture from historical, scientific, and practical perspectives. It could be used as a primary text for a specific course on culture and psychology, or in conjunction with more specialized texts such as Matsumoto's *Culture and Psychology*.

Good supplemental materials that specifically address cultural issues enhance any course and include Ekman (1984), Gauvain and Cole (1993), Greenfield and Cocking (1994), and Light and Butterworth (1992). These resources offer a collection of works concerning human development that examine social, emotional and cognitive issues from a cross-cultural perspective. All could be used to strengthen either a developmental or introductory psychology course.

Instructors can also use videotapes that examine human behavior within different cultures. When selecting a videotape, make sure it adequately represents the area under study from a cultural perspective. For example, if you are studying health care and the elderly, you want your videotape to reflect health care in various cultures and its effects on the aging process. Tapes that might enhance an introductory psychology course include *Childhood: A Journey* produced by Daniel Wilson. There are several tapes in this series that provide a close-up look at children from around the world.

Teaching Strategies

Introduction of Theory: One way to enhance a course incorporating cultural information is to introduce theories that depart from the more traditional Western approaches. Vygotsky's theory on language and thought and Valsiner's theory, which examines the impact of the physical and social environment on development, encourage students to view human behavior from a cultural perspective.

Student Projects: There are many student projects that can be designed to incorporate cross-cultural issues into a course.

- If you have a diverse student population, allow students to interview members of their families about various cultural practices, for example, eating and feeding practices in infancy. This method was adopted from a course designed by Patricia Greenfield on *Culture, Race and Ethnicity* taught at the University of California at Los Angeles. After completion of the interviews, students can be asked to compare their data and to relate these practices to theories they have studied during the semester.
- Have students conduct small research projects that allow interpretation of results from various cultural perspectives. For example, students could perform a traditional Piagetian task, such as conservation of mass, and attempt to explain their findings from different cultural perspectives.
- Assign students to small groups that include persons from different cultural backgrounds, choose a psychological phenomenon, and study it from the various cultural perspectives represented in the group. Then students should report on what they have learned, not only from published materials but also from their interactions with one another.

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TEACHING TIPS FROM PREVIOUS PAGE

- Have students write papers about social issues such as the influence of race, gender and culture on the development of the self. Students could then be asked to discuss their papers in small groups.

Conclusion

Incorporating culture into psychology is not easy but it is necessary to study human behavior adequately. The aforementioned suggestions are in no way exhaustive, but they are a beginning toward inclusion of more relevant cross-cultural information into psychology classes. Although no course can include everything, the intent of psychology is to examine human behavior and we should strive to give as complete a view as possible to our students. That means inclusion of culturally-relevant information.

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PH.D. AND SPECIAL M.A. PROGRAMS IN MATHEMATICAL BEHAVIORAL SCIENCES UNIVERSITY OF CALIFORNIA, IRVINE

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Roseanne L. Flores, a developmental psychologist, is an Assistant Professor with the Department of Psychology, Hunter College of the City University of New York. She received her PhD from the Graduate School and University Center of the City University of New York. Her primary interests are in young children's understanding of temporal knowledge as embedded in cultural historical contexts, and the impact of poverty on children's language and cognition. She teaches courses in developmental and general psychology and has given workshops to graduate students on teaching psychology to undergraduates. Her address is 695 Park Ave., New York, N.Y. 10021. E-mail: rfloros@shiva.hunter.cuny.edu.

The Student Notebook

M. Kimberly Beal - Editor

WHAT'S NEW? A LOT!

In this issue of the Notebook, we're letting you know about the new additions to the APSSC web site and a new research competition sponsored by the Ethnic Minority Concerns Committee. Plus, there is a new box with all the important deadlines for the year!

APSSC Web Site has a New Look!

by *Otto MacLin*
Communications Director

Pardon our dust, but our website has been under construction. The APSSC web site is a comprehensive source for information on APSSC student research grants, research competitions, and travel grants for the 1998 Washington, DC, conference.

We have redesigned the APSSC logo and added new pages. Check out the new page with detailed information on the Ethnic Minority Concerns Committee (EMCC) research competition. Or check out the the new "cool sites" page with links to job listings, grant opportunities, and other psychology related pages. If you have a site that may be useful to APSSC student members that you would like to contribute to the web, send it in with a brief summary.

We are in the process of updating the EMCC resource page and the APSSC Local Chapters page. By the way, if you are with a APSSC Local Chapter, please send us a chapter report with your current information to make sure your chapter gets included in the revision.

If you are interested in forming a Local APSSC Chapter there is application information. And if your chapter plans to host a conference, there are sample fliers and helpful tips about presenting posters

and papers from seasoned experts such as Gordon Bower. If you qualify, APSSC may even provide matching funds of up to \$250 for speaker-related expenses. Once your Local Chapter is under way, you'll find information on how to apply for the APSSC Chapter of the Year Award on the web as well.

From the APSSC web page, you can download reprints of APS documents such as the "Writing Your Vitae" or "How to Apply to Graduate School." You can join the APSSCnet discussion network with the ease of clicking of a button. And there is much more, but you'll just have to see for yourself at: <http://psych.hanover.edu/APS/APSSC/apssc.html>.

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Questions? Comments?
Contact:
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Deadline Reminders



APS Poster/Paper Submissions	Dec 15
APSSC Research Competition	Jan 15
EMCC Research Competition	Jan 15
Reviewer Nominations	Jan 15
APSSC Grant Competition	Feb 10
Travel Requests	Feb 10
Chapter of the Year Award	Apr 22

For more information about these competitions check out the September issue of the *Observer*.

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Mentorship Committee

TBA

EMCC Research Competition

For the first time in the history of the APSSC, a research competition is being sponsored by the Ethnic Minority Concerns Committee. The purpose of this research competition is to recognize and encourage innovative, quality student research on minority issues. Submissions will be reviewed by the EMCC and two monetary awards will be given. There will be one graduate winner, who will receive \$250; one graduate runner-up; one undergraduate winner who will receive \$100; and one undergraduate runner up. In addition to the monetary awards, the winners and runners-up will receive recognition, and will have the opportunity to present their work as a talk, at the 1998 convention in Washington, DC, in a special symposium sponsored by the EMCC (instead of their poster). Submissions should follow the APSSC's standard research competition rules given in the APSSC Student Research Competition article in the last edition of the Student Notebook, with the added requirement that the focus of the research should relate to minority issues.

Send submissions to:

Natesha Bailey

Chair, Ethnic Minority Concerns Committee
1420 N. Charles St., Baltimore, MD 21201
nbailey@ubemail.ubalt.edu

Hey APS Student Affiliates: Express Yourself!

The APS Student Notebook is your space; take advantage of it! We are always seeking contributions from student affiliates: brief topical articles (500-600 words), letters to the editor, or descriptions of graduate school experiences. Through the Student Notebook you can share your thoughts with other students across the nation. Send your draft contribution to:

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Read On . . .

On the Market: Surviving the Academic Job Market (Riverside Books) is a collection of 40 essays exploring the search for a tenure-track job in today's academic world. The book features sections on the application process, job interviews, and alternative careers, and gives advice on how to successfully navigate the ordeal.

Class Notes

What's Up, Postdoc?

Science and engineering PhD graduates are spending more time as postdocs as they look for full time research and academic positions that are becoming harder to come by. This is the conclusion of a recent report of the Commission on Professionals in Science and Technology (CPST) that described a post-graduation/pre-employment quandry in which the number of doctorates awarded are at an all-time high while faculty, funding, and budget numbers are falling.

The report, *Postdocs and Career Prospects: A Status Report*, funded by a grant from the Alfred P. Sloan Foundation, predicted a rocky road ahead for new doctorates seeking academic positions.

"In recent years, universities have reduced the number of tenure-track appointments so as to maintain flexibility in these times of budget tightening," reads the report. "They have also increased the percentages of staff who are part-time. In addition, retirements of senior faculty have not occurred at the pace that was anticipated."

The situation is further exacerbated by increased faculty hiring from the former Soviet Union, Eastern Europe, and other countries that have experienced dramatic sociopolitical and economic changes that have broadened the hiring pool. Meanwhile, the number of science and engineering PhDs produced by U.S. universities has increased sharply over the past ten years—from 19,437 in 1986 to 26,515 in 1995—according to the CPST report, issued this summer. CPST is a nonprofit corporation whose mission is to advance public understanding of the roles, education, and employment of science and technology professionals.

Basically, it seems to be a situation of supply and . . . supply: the supply of PhDs has grown while the supply of full-time, permanent employment has diminished. What this means for those fresh out of grad school is that they could be facing more years than they might have expected in a postdoc limbo.

The report describes it as "an unstructured existence . . . They are neither faculty members, with all the associated benefits and potential for tenure, nor are they student research assistants. . . . Postdoctoral positions are not known for their high salaries and may not provide health or retirement benefits."

Copies of *Postdocs and Career Prospects: A Status Report* is available for \$10 from CPST, 1200 New York Ave., NW, Ste. 390, Washington, DC 20005.

This is not to detract from postdoctoral positions which, ideally, provide transitional experience into academia and research from graduate study. A 1986 Institute of Medicine report, *The Career Achievements of NIH Postdoctoral Trainees and Fellows*, analyzed former NIH postdocs and found that these individuals were more successful in finding jobs, working at top universities, and securing research grants than their colleagues without NIH postdoctoral experience.

So, what's a new PhD to do?

While the CPST report did not proffer its own recommendation, it did include recommendations made by three groups: the Association of Science Professionals, which seeks to improve employment prospects of scientists; the Postdoctoral Scholars Association of the University of California-San Francisco; and the Biomedical Association of Stanford Students. A recommendation common to all three groups is the strengthening and improvement of the mentoring process, and extending it to the postdoctoral training process.

Other general recommendations include:

- reducing time to degree completion;
- promoting the development and funding of programs that allow young scientists to develop skills needed for careers in research and academia; and
- improving and placing more emphasis on postdoc performance evaluation.

While it included these and other recommendations from outside groups, the CPST report serves as more of a wake-up call than a remedy about the academic and employment outlook currently facing those pursuing their doctorate. There are more issues that need to be addressed before the situation can be remedied, the report concluded. These issues include:

- postdoc population growth versus graduate student population growth;
- the role of foreign postdocs;
- the ambiguous appointment categories that comprise postdocs;
- who holds administrative responsibility for postdocs;
- the accuracy of economic indicators; and
- the transient nature of the postdoc population. ♦

SUMMIT FROM PAGE 1

With this in mind, APS is convening psychological science organizations for a Summit in May, 1998. The theme of the meeting, which will be held on the campus of the University of California-Santa Barbara, is "Advancing the Scientific Base of Psychology: Achievements, Opportunities, and Obstacles." It will be the latest in a series of similar meetings organized by APS. Previous Summits held in the early 1990s produced the Human Capital Initiative, which will be revisited at the 1998 meeting. A 1994 Summit resulted in a new approach to accreditation of science-oriented university psychology programs.

Although the meeting is taking place just before the turn of the century, this is not a case of "millennium fever," said APS Executive Director Alan Kraut. Rather, it's a case of "scientific psychology needing to chart its own future," he said. Approximately 125 organizations representing the full range of interests within the field have been invited to participate.

According to Kraut, the discipline is so diverse that it is particularly important for scientific psychology "to develop a consensus about the major issues that confront us both within the field and in the larger environment where our science is conducted and used." Having this consensus, he added, is critical in approaching federal agencies and Congress with requests for expanded support for psychological science research as well as for gauging the future directions of the discipline.

An Elevated Discussion

As the image of a summit implies, the emphasis will be on "big picture" issues and maintaining a panoramic perspective at the meeting. The image holds for the process, too. Like mountain climbers scaling a steep path (that's the path to new knowledge, of course), participants will be able to look back at where they've

PERFORMANCE FROM PAGE 7

industry, its success has been insufficiently evaluated, and its practice is not very systematic. Says Druckman, "We accept the underlying philosophy that some kind of learning and training is critical, but do not agree on the specific techniques to be developed and used." He emphasizes that often not enough attention is paid to skills training, and too much is paid to innate selection. The committee finds this emphasis misguided. Based on encouraging results in what little research there is on leadership training, Gary Yukl says he is "hopeful that skills can be learned through a combination of training and development, if done in a systematic integrated way."

Evaluation is an unsolved problem for much training. "You get illusions of comprehension, because charismatic teachers are good motivators. But the effects on performance may fizzle out in a few weeks or months," says Druckman. "We promote the use of multiple measures of efficacy." It is important to measure the effects of training some time after the course, and in situations where the trainee is encouraged to apply what has been learned to a real situation, says the committee. This is no different from the principles of assessing any learning—but the leadership training business has not generally applied the extensive findings from the study of learning in other fields.

Paul Diehl says, "Leadership is an enduring issue, and there is a well-developed literature on it. We also know something about the skills required for conflict management, negotiation, bargaining, and mediation."

APS OBSERVER
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traveled and take a sweeping view of the discipline's achievements. From that vantage point, they will take stock of the terrain, identifying barriers that impede progress and developing strategies for overcoming those obstacles. And they will plan ways to forge ahead into new territory, bringing psychological research to new heights—reaching peak performance, as it were.

Co-chairs of the '98 Summit are James Blascovich, University of California-Santa Barbara, and Milton D. Hakes, from Bowling Green University. Hakes is a founder of APS and currently the chair of the Human Capital Initiative (HCI) Coordinating Committee. Blascovich has been a central figure in past summit meetings and is hosting the event at UCSB.

In addition to Blascovich and Hakes, responsibility for planning and organizing the Santa Barbara Summit is being shared by a number of individuals, including APS President Kay Deaux as well as past and present Board Members Robert Bjork, Beth Loftus, Bruce Overmier, Lee Sechrest, and Jerry Singer. (*Editor's note: The Summit is also addressed in Deaux's "Presidential Column" in this issue.*)

Funding for the meeting will come from a variety of sources. In addition to the participating societies, several federal agencies will be contributing a significant amount. Likely funders include the National Institutes of Mental Health Office of Behavioral and Social Sciences Research, the National Institute of Mental Health, the National Institute on Drug Abuse, and the National Science Foundation. Private foundations, including the Russell Sage Foundation, will also be supporting the event.

(APS Members are encouraged to email APS at sarahb@aps.washington.dc.us and/or any specialty organizations you belong to with your ideas for discussion at the Summit. We're especially interested in hearing what you think are the most significant developments and accomplishments in psychological science.) — S.B.

"Flexibility [for organizations as well as leaders], is a hot topic now, although not much research has been done on it," according to Gary Yukl. "The problem is how and when to make big changes, and how not to make big changes that disrupt everything when it is not necessary." The book reminds the reader that there is always a trade-off between the efficiency of a system and its adaptability. "The U.S. Army stresses flexibility more than others (notably the defunct Soviet Army)," says Yukl, "Which sounds easy, but if your career is on the line, and you do things according to doctrine, you can't get into so much trouble. If you do it differently, you take a chance. If it goes wrong, you get blamed. The Army wants flexibility and adaptability, but they have not quite coped with this dilemma. The same is probably true in many other organizations."

Not an easy book to write

This book is sometimes puzzling to read, as it almost seems that the committee is trying to codify common sense. Then one snaps back to the realization that the criticisms of all the specific fads and formulas serve as a simple reminder that there are no foolproof formulas, and we each still need to use our brains. In the realm of international relations, the committee has struggled to say something about conflict management that might help humanity in the search for common ground. Says Druckman, "This was the most difficult of the four books, as we've moved to a more complex level of analysis where rigorous research is limited. The committee bravely took on the task and stayed with it to the end, and they deserve a lot of credit." **Paul M. Rowe**

November 1997

Obituaries

Harold E. Yuker (1924-1997) Champion of Persons With Disabilities

Harold E. Yuker's pioneering studies of attitudes towards persons with disabilities, along with the development of the most widely used scale to measure such attitudes (*Attitudes Towards Disabled Persons Scale*; 1966, with J. R. Block and W. Campbell), led to increased awareness of the contribu-

tions which can be made to society by *all* people, and to increased educational and work opportunities for persons with disabilities. His goal was to increase the acceptance of persons with all forms of abilities and disabilities as equal members of society, and he met his goal with distinction! Born with cerebral palsy, Harold knew well about the conflicts set into action by the limitations of our body and our desire to be independent and productive. Fortunately, he never gave in to his physical limitations and he always denied being "handicapped." He seemed to model his life on the writing of the Stoic philosopher Epictetus who said, "Men are disturbed not by the things that happen, but by their opinions about the things" (1956, p. 172). Harold had the opinion that he was not disabled and he simply refused to catastrophize about his physical condition. Therefore, he was mostly undisturbed by his limitations and he became a scholar who had a significant impact on the world.

Harold E. Yuker was born in Newark, New Jersey, on April 15, 1924, and died on August 25, 1997, at age 73. He always had some limitations to deal with because of the cerebral palsy. Yet, he made us see him as both abled and disabled — depending on the task at hand. He was clearly brighter and more productive than many of us and, during the early years, I could rarely beat him at ping-pong. His sometimes peculiar motor movements made it hard for me to predict where he was going to hit the ball. His speech was always somewhat slurred and in his later years his gait was quite unsteady. Occasionally, he would fall while walking on a level surface and his pace became very slow indeed. In his characteristic way, Harold attributed these behaviors more to the forces of age than to the forces of cerebral palsy. His mind was incredibly sharp until very near the end of his life. And, his accomplishments as a teacher and researcher were spectacular.

Harold attended a grammar school for disabled children and, after he graduated in 1936, he transferred to a regular high school. Even as a child, Harold believed that *all* people had to



learn to get along in the same *nondisabled* world. He championed the idea that we would all be better off if there was increased contact between people with and without disabilities.

Following the completion of an undergraduate degree in business administration from the University of Newark in 1944, Harold switched to psychology and completed an MA from the New School for Social Research in 1950, and a PhD in Social Psychology from New York University in 1954. In the early stages of his graduate education he was told that he would "never" get a teaching position because of his disability. However, in 1948 Harold was hired as an Instructor in Psychology at Hofstra University and he quickly became one of the best teachers in the university. I've often wondered whether it was this experience that led to his great interest in our ability (or inability) to predict what the future holds.

At Hofstra, he rose through the ranks from Instructor to Full Professor and served as Provost from 1976 to 1982. He was active in a wide variety of areas. For example, in the early 1960s he was instrumental in making Hofstra one of the first universities in America to be *architecturally* barrier free, with all buildings and facilities accessible for the disabled. In parallel fashion, his scientific work was instrumental in making us *attitudinally* barrier free. In 1967, Harold became Director of the Hofstra University Center for the Study of Higher Education and in 1969, he became Director of Hofstra's Center for Research in Aging. In 1982, he was appointed Schloss Distinguished Professor and helped establish the Center for the Study of Attitudes Towards Persons With Disabilities. Harold loved books, mystery novels in particular. Perhaps, then, it is fitting that in 1995, the Harold E. Yuker Reference Library was dedicated at Hofstra.

As a professor, Harold will be remembered by his students for repeating over and over again, "Where's the data?" He believed that his job was to help students learn about prediction and control by mastering a body of knowledge that emerged from data. He also knew that was no easy challenge, given that he was competing with unreliable and unverifiable knowledge which students bring with them from astrology charts, newspapers, religion, fortune tellers, television, etc. Fortunately, he was amazingly successful in his mission to teach science, and all of us who studied under him learned well about the importance of data.

We also learned about the importance of experience and contact with people with disabilities. In 1963, I took a course in History and Systems of Psychology under Professor Yuker. I was shocked when this man with the funny gait and peculiar speech pattern began the first class. How could this kind of person be my teacher? What would he be like? Did he know anything? Well, my stupid attitudes lasted about five minutes. He was clearly well-educated, bright, organized, and easy to understand. After 10 minutes, I no longer saw him as a "poor handicapped cripple," but as someone from whom I had much to learn. And, I continued to learn from him for the next 34 years. In fact, all of his friends and colleagues were grateful for their experiences and contact with Harold.

As a scholar, his work focused on attitudes toward persons

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

with disabilities as a function of contact, and on the measurement of attitudes. Most of the more than 150 papers he published were on these topics. In the early 1960s, working with J. Richard Block, W. J. Campbell, and J. Young, he published a scale to measure attitudes towards disabled persons. In 1970, they were given a Research Award from the American Rehabilitation Counseling Association for this work. In 1988, the Institute for Scientific Information listed Harold's monograph [co-authored with J. Richard Block], *Research with the Attitudes Towards Disabled Persons Scales: 1960-1985* as the most often-cited publication in its field.

Although his major interest was in physical disability, Harold Yuker had much broader scientific interests and a review of his publications shows papers in the areas of faculty workload and other issues in higher education, impression formation, group development, alcoholism in adolescence, perception, statistics, and obesity. For Harold, I believe, the latter topic also reflects a disability for which contact may be helpful. Harold authored/edited three books which reflect the diversity of his interests. These were *A Guide to Statistical Calculations* (1958), *Attitudes Towards Persons With Disabilities* (1988), and *Can You Believe Your Eyes?* (1989, with J. R. Block). The latter is a book about visual illusions, which have also been transferred to playing cards. These decks of cards are in the catalogs of many museums including the Smithsonian, the Metropolitan Museum of Fine Arts in New York, and the Museum of Fine Arts in Boston. In all of his work we can see the mark of Harold E. Yuker as scientist: he was always interested in measurement, prediction, control, and understanding.

Harold served as President of the Nassau County Psychological Association (1957-58), and was a member of various review panels for the National Science Foundation and the Department of Health, Education and Welfare. He also served as a consulting editor for *Rehabilitation Psychology* and he reviewed manuscripts for many journals including the *American Psychologist*, and the *Journal of Higher Education*.

Harold Yuker was a Fellow of the American Psychological Society (1989) and the American Psychological Association (1988). He received many other awards and signs of recognition during his 50 plus years as a psychologist. These included the Presidential Award for Outstanding Achievement from the

American Academy of Cerebral Palsy and Developmental Medicine (1980), the New York State Psychological Association's Kurt Lewin Award for Contributions to Social Psychology (1981), and the James E. Allen Jr. Award from the State University of New York for Distinguished Service to Education (1982).

By 1991 he had stopped attending scientific meetings, reduced his public lecture schedule, and greatly limited his travel. The effects of age, and cerebral palsy, had begun to take their toll on his body. Nevertheless, in that year he traveled to the annual meeting of the American Psychological Association to accept the Roger Barker Distinguished Research Award from Division 22 (Rehabilitation Psychology).

Those of us who had the great pleasure of working with Harold already miss him. His knowledge and interests were both broad and deep. Nevertheless, the many lunches and dinners we had together were mostly spent discussing the science of psychology. He was open to discussing his personal life and was always inquisitive about the daily issues in our lives. But, he was less comfortable with ideographic information and typically the conversations drifted to a discussion of predicting the stock market, the weather, the likelihood that psychotherapy is effective, and the future state of Hofstra University and higher education. Most of my meals with him were at Japanese or Chinese restaurants, which he loved. Sadly, at our last meal together he asked, 'Howard, do I like sushi or sashimi, I can't remember?' I reminded him that he always had sashimi, and I knew what that question meant. We were soon to lose a great champion and friend.

HOWARD KASSINOVE
DEPARTMENT OF PSYCHOLOGY
HOFSTRA UNIVERSITY

References

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- Marcus Aurelius *Meditations / Epictitus. Enchiridion.* (1956). Chicago, Illinois: Henry Begnery Company.
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- Yuker, H. E. (1958). *A Guide to Statistical Calculations.* NY: Putnam.
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- Yuker, H.E. & Block, J. R. (1986). *Research with the Attitudes Towards Disabled Persons Scales: 1960-1985.* Hempstead, NY: Center for the Study of Attitudes Towards Persons With Disabilities.

SIGMA XI FROM PAGE 13

National Research Council's Committee for the Enhancement of Human Performance, and taking part in a blue ribbon panel to explore the government's psychic spying program.

Sigma Xi was established in 1886 as an honor society for scientists and engineers with a mission that includes: fostering interaction among science, technology, and society; encouraging appreciation and support of original work in science and

technology; and honoring scientific research accomplishments.

Members and non-members of Sigma Xi who would like to invite a lecturer to their community should contact Sigma Xi (800-243-6534, ext. 205) for a complete 1998-99 speakers list and for the nearest chapter or club. Invitations are extended directly by the chapter/club to the individual lecturer, and all arrangements for dates, travel, and hospitality are made between the sponsoring Sigma Xi chapter or club and the invited speaker. ♦

Organizational Profile

Association for Assessment and Accreditation of Laboratory Animal Care International

Origins and Purpose

The Association for Assessment and Accreditation of Laboratory Animal Care International, (AAALAC) is a private, non-profit association that promotes the responsible treatment of animals in science through a voluntary accreditation program. More than 600 universities, research centers, hospitals, companies, government agencies and nonprofit organizations around the world have earned AAALAC International accreditation, demonstrating their commitment to humane animal care and use. Along with serving as a symbol of quality, accreditation promotes the scientific validity of animal research, serves as a recruiting tool, cultivates funding sources, and serves as an assurance to constituents that animals are treated and used responsibly.

Membership

Of the more than 600 AAALAC-accredited institutions in 10 countries, universities and commercial organizations (such as pharmaceutical and biotechnology companies) make up the largest categories of accredited organizations, followed by government agencies, nonprofit organizations and hospitals. Institutions using animals in research, teaching and testing can receive an accreditation application by contacting the AAALAC office at 301-231-5353 or 800-926-0066.

The "Organizational Profile," a regular feature of the *APS Observer*, informs the research community about organizations devoted to serving psychological scientists and academics. The Editor welcomes your suggestions as to organizations warranting coverage.

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Board Member-at-large

BACKGROUND

The AAALAC International accreditation program evaluates organizations and companies using animals in research, teaching or testing, and awards accreditation to those that go beyond the minimums required to exhibit excellence in animal care and use. The process involves an extensive internal review conducted by the institution applying for accreditation, and an external review by AAALAC evaluators. After an institution earns accreditation, it must be re-evaluated every three years in order to maintain its accredited status. AAALAC International accreditation benefits the institution and the animals under its care in many ways, and each time a new institution or company becomes accredited, it helps to raise the global benchmark for animal well-being in science.

While many factors have contributed to the improvement of animal well-being in science over the past several decades, AAALAC's role in this area is impressive. In the last 10 years, 83 additional institutions earned AAALAC accreditation, demonstrating their commitment to responsible animal care and use, and boosting the total number of accredited institutions to more than 600. Also, a 1996 year-end report shows that the majority of accredited institutions are doing a far better job of maintaining consistent levels of excellence than they did a decade ago. This demonstrates that over the years, institutions involved in the AAALAC accreditation program have stepped up their efforts to raise standards for animal well-being in their research programs, and keep those standards at a consistently high level.

AAALAC International is governed by a Board of Trustees representing 43 prestigious scientific, educational and professional organizations (including APS). They are referred to as AAALAC's "member organizations." The accreditation program is conducted by AAALAC's Council on Accreditation. The Council is composed of 27 highly-accomplished laboratory animal medicine specialists, research scientists and other professionals from around the globe who conduct the evaluations that determine which institutions are awarded AAALAC accreditation.

Contact:

AAALAC International
11300 Rockville Pike
Suite 1211
Rockville, MD 20852-3035
tel.: 301-231-5353
800-926-0066
fax: 301-231-8282
email: accredit@aaalac.org
<http://www.aaalac.org>

Announcements

SERVICES

DISSERTATION COMPLETION CONSULTING: Individualized program assists with all aspects of dissertation and thesis research. By phone, by FAX, by mail, or in person. Write: The Academic Information Center, Dissertation Completion Project, 9974 Scripps Ranch Blvd., Ste. 294, San Diego, CA 92131, or call "toll-free" 1-(888) 463-6999.

CALL FOR PAPERS

Paper or poster submissions are sought for the **International Conference on the Application of Psychology to Quality of Learning and Teaching**, to be held from June 13-18, 1998, in Hong Kong. This conference features leading psychologists and educators from around the world, with the aim of promoting a global perspective on learning and achievement motivation. Submissions are due November 30. Further information: <http://www.hku.hk/psychodp/conference/> Contact: Chi-yue Chiu, Psychology Dept, Univ. of Hong Kong, cychiu@hkusua.hku.hk.

The Second International Conference on Aging and Work, Elsinore (Helsingor) Denmark, September 14-16, 1998. Abstracts and posters for the conference are due on April 1, 1998. The following themes are suggestive of the conference scope: aging and the individual (to cover mental work capacity, physical work capacity, health promotion, disease prevention, etc.), work environment (to cover ergonomics and aging, psychosocial

factors and aging, etc.), work organization (to include training and education, implementation studies, feasibility studies, etc.), social policy and attitudes towards aging employees (to include personnel policy, company-based policy, human resource policy, etc.), and/or national or governmental policy (to include retirement, workforce maintenance, etc.). Contact: The Danish Working Environment Fund, Attn.: Ole Teller, Vermundsgade 38, DK-2100 Copenhagen, Denmark; E-mail: AMFUDD@inet.uni-c.dk.

The Journal of Nonverbal Behavior invites manuscripts for a special issue focused on "Nonverbal Behavior and Aging," guest edited by Joann M. Montepare and Joan Tucker. The goal of this special issue is to explore the extent to which the components and consequences of adult men's and women's nonverbal behavior change as they age. This special issue is scheduled for publication in late 1998 or early 1999. Especially desired are manuscripts reporting research with at least two different age groups of adults or two different subgroups of middle aged or older adults as participants. Papers should be submitted with a cover letter indicating that the author(s) wish the manuscript to be considered for publication in this special issue. Manuscripts will be peer-reviewed following standard journal procedures. Five manuscript copies, conforming to the APA style should be submitted by June 16, 1998. Contact: Joann M. Montepare & Joan Tucker, Dept. of Psychology, Brandeis Univ., MS-062, Waltham, MA 02254.

FUNDING OPPORTUNITIES

Individual grants are available from the **American Foundation for Suicide Prevention** for up to \$30,000 per year for one or two years for investigators conducting clinical, biological, or psychosocial research into the problem of suicide. A larger number of small grants of up to \$10,000 per year for one to two years are also available. Deadline: December 15, 1997, for larger grants; no deadline for small grants. Contact: American Foundation for Suicide Prevention, 120 Wall Street, 22nd Floor, New York, NY 10005, or call 212-363-3500.

The McKnight Endowment Fund for Neuroscience invites applications for the McKnight Scholar Awards, which are awarded to stimulate research in neuroscience, especially as it pertains to memory and a clearer understanding of diseases affecting memory. Up to six scholars will be selected from applicants holding an MD or PhD and who have completed formal postdoctoral training. Candidates should have demonstrated meritorious research in areas pertinent to the interests of The McKnight Endowment Fund for Neuroscience and should be in the early stages of establishing their own independent laboratory and research careers. Each scholar will receive \$50,000 annually in 1998, 1999, and 2000. Funds may be used in any way that will facilitate development of the Scholar's research program. Funds may not be used for indirect costs. A review committee will evaluate applications and recommend candidates for appointment to the Board of Directors of the Endowment Fund. Awards will be announced by May 15, 1998. Contact: The McKnight Endowment Fund for Neuroscience. Completed applications must arrive no later than January 2, 1998.

NEW WEB SITE

The National Center for Responsible Gaming has announced a new website: www.ncrg.org. The site offers information about the Center's research grants program and on organizations that might be of interest to academic researchers, treatment providers, and other involved in the field of problem gambling.

1998 Summer Institute Family Research Consortium

"Process & Outcome Over Time: Interventions With Families"

The Family Research Consortium, supported by the National Institute of Mental Health, will sponsor a 1998 Summer Institute for Family Researchers. The Institute will provide a forum for dissemination, evaluation, and discussion of important new developments in theory and research design, methods, and analysis in the field of family research. The Institute accepts a limited number of both junior and senior researchers as participants and allows for intellectual exchange among participants and presenters in addition to the more structured program of high quality presentations. Minority family researchers are particularly encouraged to participate. The theme of the 1998 Summer Institute will be "Process & Outcome Over Time: Interventions with Families." The Institute will be held in Blaine, Washington, June 27-30, 1998. Co-chairs for the 1998 Institute are Marion Forgatch and Howard Markman. Deadline for applying is March 23, 1998. Contact:

Kathy Meese

Frank Porter Graham Child Development Center
University of North Carolina-Chapel Hill
CB# 8180, 105 Smith Level Rd.
Chapel Hill, NC 27599-8180
tel.: 919-966-3318
fax: 919-966-7532
email: MEESE.FPG@MHS.UNC.EDU

Coming in January . . .

The next issue of the *Observer*, our annual Special Convention Preview issue, will feature a run-down of the speakers, presenters, highlights, and events that will make up the 10th Annual Convention of the American Psychological Society.

Announcements

**CENTERS FOR BEHAVIORAL SCIENCE RESEARCH IN MENTAL HEALTH
NIH GUIDE, Volume 26, Number 29, August 29, 1997—PA NUMBER: PAR-97-104
National Institute of Mental Health**

Application Receipt Dates: March 23, 1998; March 23, 1999

PURPOSE: The National Institute of Mental Health (NIMH) invites applications for Centers for Behavioral Science Research in Mental Health (CBSR). The purpose of these Centers is to provide integrated multidisciplinary research environments in which to pursue focused questions in basic behavioral science related to mental health and mental disorder. This mechanism is intended to encourage investigators from a variety of disciplines and approaches to contribute the full range of expertise and advanced technologies available in basic behavioral science toward the understanding of mechanisms underlying mental health and mental illness, and to begin the translation of basic behavioral findings and techniques to relevant clinical issues.

ELIGIBILITY REQUIREMENTS: Applications may be submitted by domestic public or private organizations, such as universities, colleges, hospitals, laboratories, units of State or local governments, and eligible agencies of the Federal government. Racial/ethnic minorities, women, and persons with disabilities are encouraged to apply as Center Directors and/or Principal Investigators.

MECHANISM OF SUPPORT: A CBSR will be supported by the Center grant mechanism (P50), which provides funding for multidisciplinary and multi-investigator approaches to the investigation of specific and complex research problems requiring the application of diverse expertise and methodologies.

FUNDS AVAILABLE: It is estimated that up to \$3.25 million total costs will be available across fiscal years 1998 and 1999 to support up to five new or competing centers, with an anticipated average annual total cost (including indirect costs) of approximately \$650,000 per award. A maximum of three new or competing centers will be funded in either year. The exact amount of funding available will depend on appropriated funds, the quality of proposals, and program priorities at the time of award. No plans exist currently for funding any new or competing centers after 1999.

INQUIRIES: Inquiries from potential applicants are strongly encouraged. The opportunity to clarify any issues or questions from potential applicants is welcome. Direct letters of intent and inquiries regarding NIMH-related programmatic issues to:

Mary Ellen Oliveri
Chief, Behavioral Science Research Branch
Division of Mental Disorders, Behavioral Research, and AIDS
National Institute of Mental Health
5600 Fishers Lane, Room 18C-26
Rockville, MD 20857
(301) 443-3942
Email: MOLIVERI@NIH.GOV

***NEW INVESTIGATOR TRAVEL AWARD AND WORKSHOP
NEW CLINICAL DRUG EVALUATION UNIT MEETING
JUNE 9-13, 1998***

The National Institute of Mental Health (NIMH) has developed a special program and travel award for new investigators interested in clinical psychopharmacology as part of the New Clinical Drug Evaluation Unit (NCDEU) Meeting. Awardees participate in a workshop specifically designed for new researchers to teach them about research opportunities in clinical treatment interventions, present a poster on their research, and receive a certificate of merit from NIMH. The deadline for nominations is January 12, 1998.

For further information contact:
Mark Rapaport
University of California, San Diego
Suite 2243
8950 Villa La Jolla Drive
La Jolla, CA 92037

phone: 619-622-6160 ♦ fax: 619-450-1491 ♦ email: mrpaport@ucsd.edu.

CALL FOR PAPERS

The XIII World Meeting of the International Society for Research on Aggression (ISRA) will take place July 12-17, 1998 on the campus of Ramapo College in Mahwah, New Jersey (20 miles from New York City). ISRA is a society of scholars and researchers dedicated to the scientific study of violence and aggression. The organization is both interdisciplinary in character and international in scope with members coming from 34 countries. The current president of ISRA is Rowell Huesmann (University of Michigan) and the executive secretary is Ed Donnerstein (University of California, Santa Barbara).

The deadline for submission of symposia is December 1, 1997. The deadline for submission of papers is Feb. 1, 1998. The program co-chairs are MaryAnn Baenninger (The College of New Jersey) and Ron Baenninger (Temple University).

Please send submissions to
Mary Ann Baenninger
Dept. of Psychology
The College of New Jersey
PO Box 7718
Ewing, NJ 08628-0718
or email: baenning@tcnj.edu

The conference organizer is Roger N. Johnson, School of Theoretical and Applied Science, Ramapo College, Mahwah, NJ 07430 (email Rjohnson@ramapo.edu). Further information may be obtained by visiting the ISRA web site: <http://www.ski-town.comn/isra>.

Meeting Calendar

November

Association for Moral Education

Atlanta, Georgia
November 20-22, 1997
Contact: John Snarey, Emory Univ., Pitts Library Building Office #3, Atlanta, GA 30322; email: jsnarey@emory.edu

The 8th Australasian Mathematical Psychology Conference

Perth, Australia
November 27-30, 1997
Contact: <http://www.psy.uwa.edu.au/mathpsych/>

Interdisciplinary Workshop on Similarity and Categorization

Edinburgh, Scotland
November 28-30, 1997
Contact: <http://www.dai.ed.ac.uk/misc/simcat/> or simcat@dai.ed.ac.uk

December

Association for Research in Nervous and Mental Disease

New York, New York
December 5-6, 1997
Contact: Joan Hoctor, ARNMD, College of Physicians and Surgeons, Columbia Univ., Box 23, 630 West 168th St., New York, NY 10032; tel.: 212-740-7608; fax: 212-305-4548.

1997 Conference on Scientific and Technical Data Exchange and Integration

Bethesda, Maryland
December 15-17, 1997
Contact John Rumble, 301-975-2200

1998

January

The 20th Annual National Institute on the Teaching of Psychology

St. Petersburg, Florida
January 3-6, 1998
Contact: Joanne Fetzner, tel.: 217-398-6969 or 217-244-7902; email: jfetzner@s.psych.uiuc.edu

Winter Conference on Brain Research

Snowbird, Utah
January 24-31, 1998
Contact: M. Zigmond, Univ. of Pittsburgh, Dept. of Neuroscience, 570 Crawford Hall, Pittsburgh, PA 15260; tel.: 412-624-4258; email: wabr@bns.pitt.edu; <http://www.conted.ceps.uiuc/ci/wabr/>

February

The Association for the Study of Play

St. Petersburg, Florida
February 18-22, 1998
Contact: Dorothy J. Sluss, 70548 Human Development and Learning, East Tennessee State Univ., Johnson City, TN 37614; tel.: 423-439-6342; fax: 423-439-4439; email: sluss@access.etsu-tn.edu

Winter Conference on Neural Plasticity

St. Lucia, Caribbean
February 21-28, 1998
Contact: T.L. Petit, Dept. of Psychology, Univ. of Toronto, 1265 Military Trail, Scarborough, Ontario M1C 1A4, Canada; fax: 416-287-7642; email: wcpn@scar.utoronto.ca. Web site: <http://www.neuoucom.edu/wcpn/>

American Society of Neuroimaging Annual Conference

Orlando, Florida
February 26-28, 1998
Contact: Laura Wilkerson, 612-545-6291

The Society for Research on Adolescence

San Diego, California
February 26-March 1, 1998
Contact: Darwin Eakins and Belinda Conrad, c/o EC Enterprises, Inc., PO Box 1793, 835 Louisiana St., Lawrence, KS 66044-8793; tel.: 913-832-0737; fax: 913-832-2843; email: sra@ece.lawrence.ks.us

March

Association for Women in Psychology

Baltimore, Maryland
March 5-8, 1998
Contact: Lynn H. Collins, AWP Conference Coordinator, Div. of Applied Psychology and Quantitative Methods, Univ. of Baltimore, 1420 N. Charles St., Baltimore, MD 21201-5779; tel.: 410-837-5283; fax: 410-837-5336; email: lcollins@ubmail.ubalt.edu

The 56th Annual Meeting of the American Psychosomatic Society

March 12-14, 1998
Clearwater Beach, Florida
Contact: American Psychosomatic Society, 6728 Old McLean Village Dr., McLean, VA 22101-3906; tel.: 703-556-9222; fax: 703-556-8729; email: ampsyhsoc@aol.com

14th National Symposium on Child Sexual Abuse

Huntsville, Alabama
March 17-20, 1998
Contact: Ann Blalock, 205-534-1328

The 12th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations

Ellenville, New York
March 18-20, 1998
Contact: Gene Idenbaum, Dept. of Psychology, SUNY-Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452

Rotman Research Institute Conference: Cognition and the Aging Brain

Toronto, Canada
March 19-20, 1998
Contact: Rotman Research Institute, Baycrest Centre for Geriatric Care, 3560 Bathurst St., Toronto, Ontario, Canada M6A 2E1, tel.: 416-785-2500 x. 3550; fax: 416-785-2862, email: sng@rotman-baycrest.on.ca

Anxiety Disorders Association of America

Boston, Massachusetts
March 26-29, 1998
Contact: <http://www.adaa.org>

April

Association of Applied Psychophysiology and Biofeedback

Orlando, Florida
April 1-6, 1998
Contact: Kate Hololand, AAPB, 10200 W. 44th Ave., Ste. 304, Wheat Ridge, CO 80033-2840; tel.: 303-422-8436; fax: 303-422-8894; email: AAPB@resourcenter.com

European Conference on Cognitive Modelling

Nottingham, England
April 1-4, 1998
Contact: Frank E. Ritter, Psychology, Univ. of Nottingham, Nottingham NG7 2RD, England; tel.: +44 115 951 5292; fax: +44 115 951 5324; email: Frank.Ritter@Nottingham.ac.uk; <http://www.psychology.nottingham.ac.uk/staff/ritter/eccm98/>

The 11th Biennial International Conference on Infant Studies

Atlanta, Georgia
April 2-5, 1998
Contact: Lee Hunter, ICIS Atlanta, Dept. of Psychology, PO Box 5010, Atlanta, GA 30302-5010; tel.: 404-651-1616; email: leehunter@gsu.edu

Southern Society for Philosophy and Psychology

New Orleans, Louisiana
 April 9-11, 1998
 Contact: David Washburn, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; tel.: 404-244-5845; fax: 404-244-5846; email: dwashburn@gsu.edu; http://funnelweb.utcc.utk.edu/~sspp

The 14th European Meeting on Cybernetics and Systems Research

Vienna, Austria
 April 14-17, 1998
 Contact: http://www.ai.univie.ac.at/emcsr/

American College of Clinical Pharmacology 17th Frontiers Symposium

Boston, Massachusetts
 April 25, 1998
 Contact: Susan Ulrich, ACCP Executive Director, 3 Ellinwood Ct., New Hartford, NY 13413-1105; tel.: 315-768-6117; fax: 315-768-6119; email: accplssu@aol.com

Midwestern Psychological Association

Chicago, Illinois
 April 30-May 2, 1998
 Contact: Steve Nida, MPA Convention Manager, nida@babbarge.franklin.edu

May**American Psychological Society**

Washington, DC
 May 21-24, 1998
 Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

International Conference on Cognitive and Neural Systems

Boston, Massachusetts
 May 27-30, 1998
 Contact: Cynthia Bradford, CNS Dept., Boston Univ., 677 Beacon St., Boston, MA 02215; fax: 617-353-7755; email: cindy@cns.bu.edu; http://cns-web.bu.edu/cns-meeting

June**First International Conference on Child & Adolescent Mental Health**

Hong Kong
 June 2-6, 1998
 Contact: Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science, The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, United Kingdom; tel.: 44 (0) 8165 843691; fax: 44 (0) 1865 843958; email: sm.wilkinson@elsevier.co.uk; www.elsevier.nl/locate/jccamh

International Conference on the Application of Psychology to Quality of Learning and Teaching

Hong Kong
 June 13-18, 1998
 Contact: Chi-yue Chiu, Psychology Dept., Univ. of Hong Kong; fax: 852 28583518; email: cychiu@hkusua.hku.hk; http://www.hku.hk/psychodp/conference/

International Society for the Study of Personal Relationships

Saratoga Springs, New York
 June 20-24, 1998
 Contact: http://www.hamilton.edu/academic/psych/icpr/

Crossroads in Cultural Studies

Tampere, Finland
 June 28, 1998
 Contact: Crossroads in Cultural Studies, Tampere Conference Service, PO Box 32, 33201 Tampere, Finland; tel.: 358-3-3664400; fax: 358-3-2226440; email: iscsmail@uta.fi

July**Head Start National Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change**

Washington, DC
 July 9-12, 1998
 Contact: Faith Lamb Parker, Project Director, Columbia School of Public Health, CPFH, 60 haven Ave., B#, New York, NY 10032; tel.: 212-304-5251; fax: 212-544-1911

The 6th International Conference on Work Values & Behavior

Istanbul, Turkey
 July 12-15, 1998
 Contact: Alison M. Konrad, Temple Univ., School of Business and Management, 13th and Montgomery, Philadelphia, PA 19122; fax: 215-204-8362; email: v5165e@vm.temple.edu

International Society for Research on Aggression

Mahwah, New Jersey
 July 12-17, 1998
 Contact: Roger N. Johnson, Ramapo College, Mahwah, NJ 07430; tel.: 201-529-7755; fax: 201-934-9380; email: Rjohnson@Ramapo.edu; http://www.ski-town.com/ISRA

Summer Institute in Political Psychology

Columbus, Ohio
 July 20-August 14, 1998
 Contact: http://www.sbs.ohio-state.edu/polisci/sipp.htm

August

The 14th International Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions
 Stockholm, Sweden
 August 2-6, 1998
 Contact: http://www.stocon.se/iacapap/index.html

The 14th International Congress of the International Association for Cross-Cultural Psychology
 Bellingham, Washington
 August 3-8, 1998
 Contact: http://www.wvu.edu/~lonner.congress.html

The 3rd Congress of the International Academy of Family Psychology
 Athens, Georgia
 August 6-9, 1998
 Contact: Luciano L'Abate, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; email: psylll@panther.gsu.edu

The 24th International Congress of Applied Psychology

San Francisco, California
 August 9-14, 1998
 Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

American Psychological Association
 San Francisco, California
 August 14-18, 1998
 Tel.: 202-336-5500

14th Bi-Annual Conference of the International Society for Human Ethology
 Burnaby, British Columbia
 August 19-23, 1998
 Contact: Charles Crawford, Dept. of Psychology, Simon Fraser Univ., Burnaby, BC, Canada, V5A 1S6; email: crawford@sfu.ca; tel.: 604-291-3660, x. 3427

September**Second International Conference on Aging and Work**

Elsinore, Denmark
 September 14-16, 1998
 Contact: The Danish Working Environment Fund, Ole Teller, Vermundsgade 38, DK-2100 Copenhagen, Denmark; email: AMFUDD@inet.uni-c.dk

Society for Psychophysiological Research

Denver, Colorado
 September 27-October 4, 1998
 Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

American Psychological Society

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 This is to change my membership record. (Return to: APS, 1010 Vermont Ave, NW, Ste 1100, Washington, DC 20005-4907)



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Office (include extension) Home Fax

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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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OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ November 1997

ALABAMA

FACULTY POSITION: The University of South Alabama Department of Psychology invites applications for a tenure track assistant professor level position in clinical psychology. Applicants with specific skills in measurement and test construction or multivariate analyses will be given preference. The position begins Fall Semester 1998. Applicants must possess a Ph.D. in clinical psychology and be eligible for licensure. Teaching responsibilities will include both master's level and undergraduate courses. The successful candidate will be expected to be able to teach clinical courses as well as courses in measurement and test construction and/or multivariate statistics. **Applications must be postmarked no later than December 1, 1997.** Applications should include an academic vita, a statement of teaching and research interests, and three letters of reference to be sent to: Dr. Jerrold Downey, Dept. of Psychology, University of South Alabama, Mobile, AL 36688. *An Affirmative Action/Equal Opportunity Employer/M/F/D. AL1*

ARIZONA

Cognitive Psychology: The Department of Psychology at **ARIZONA STATE UNIVERSITY** seeks to fill a new faculty position in **Cognitive Psychology**, broadly construed. The position is for a tenure track, **Assistant Professor**, slated to begin in August 1998. All applicants must have a Ph.D. in cognitive psychology, and must demonstrate a strong research program, or demonstrate clear evidence of potential in research. Teaching experience is preferred but not required. However, all applicants must submit a statement of teaching interests. Qualified applicants working in any specialty will be considered, but we are especially interested in candidates who research memory, perception attention, decision making, cognitive neuroscience, or neural modeling. Our goal is to identify candidates whose interests will complement the current faculty, without excessive redundancy. *Responsibilities include:* Teaching both undergraduate and graduate courses, supervision of students, productivity in research, and general departmental service. Applicants must submit a cover letter, vita, statements of research and teaching interests, and representative reprints. Applicants should

also have 3 letters of reference sent directly to: Dr. Stephen D. Goldinger, Chair, Cognitive Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104. *Arizona State University supports equal opportunities in employment and education. As such, women and minority candidates are especially encouraged to apply.* For best consideration, all application materials should be received by **November 15, 1997.** However, we will consider materials received by the first of each month thereafter until the position is filled. Queries may be e-mailed to the search committee chair: goldinger@asu.edu. **AZ1**

CALIFORNIA

DEVELOPMENTAL PSYCHOLOGY: THE UNIVERSITY OF CALIFORNIA, SAN DIEGO. The Psychology Department at UCSD anticipates the hiring of up to two tenure track Assistant Professors in Developmental Psychology. Applicants should have a Ph.D. or equivalent terminal degree, published empirical research, and a demonstrated ability to teach undergraduate and graduate classes in their area of specialization. Candidates should send curriculum vita, reprints, and names of three referees to the Developmental Search Committee, Department of Psychology, 0109, University of California, San Diego, La Jolla, CA 92093-0109. Complete applications received by December 5, 1997 will receive full consideration. Salaries are commensurate with qualifications and are based upon UC salary scales. Position contingent upon funding availability. *The University of California is an Affirmative Action/Equal Opportunity Employer.* **CA1**

UNIVERSITY OF CALIFORNIA, DAVIS, DAVIS, CA 95616-8686--The Department of Psychology, in conjunction with the Division of Social Sciences, invites applications for a tenure track position at the Assistant Professor level to begin September 1998, pending administrative approval. We seek a psychologist with empirical research expertise on Chinese and/or Japanese people. While the precise sub-field (e.g., social, personality, developmental, cognitive, clinical), is open, we are seeking someone who is interested in cross-national or cross-cultural research involving China (including Taiwan) and/or Japan. Teaching experience is desirable; courses

offered will support majors in Psychology and East Asian Studies. The Ph.D. should be in hand by the date of appointment. *UC Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty.* Applicants should send a letter describing research and teaching interests, cv, and a writing sample to: Stanley Sue, East Asia Psychology Search, c/o Department of Psychology, University of California, One Shields Avenue, Davis, CA 95616-8686. In addition applicants should forward a placement file or solicit three letters of recommendation. Where possible, e-mail addresses of referees should be supplied. Applications must be received by 5 December 1997 to be assured of consideration. **CA2**

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, DAVIS, DEVELOPMENTAL PSYCHOBIOLOGIST: The Psychology Department at the University of California, Davis, invites applications for a tenure-track appointment at the Assistant Professor level to begin in July of 1998. Requirements for the position include: a Ph.D., a strong commitment to quality teaching at both graduate and undergraduate levels, and a well-defined research program in some area related to the biology of behavioral development. Preference will be given to candidates with at least two years of postdoctoral experience and demonstrated ability to obtain extramural funds. Interested applicants should submit curriculum vitae, statement of research and teaching interests, evidence of success in teaching, representative reprints or preprints, and three letters of reference. Review of applications will commence on October 15, 1997, and continue until the position is filled. Send applications to: Developmental Psychobiology Search Committee, Department of Psychology, One Shields Avenue, University of California, Davis, CA 95616-8686. For information, contact the Search Committee Chair, Don Owings, at the above address, or via the Internet: dhowings@ucdavis.edu. *The University of California, Davis, is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.* **CA3**

POSTDOCTORAL RESEARCH FELLOWSHIP-UNIVERSITY OF CALIFORNIA, SAN FRANCISCO, Department of Psychiatry. **Mental health clinical services research with emphasis on methodology and design.** Two-year NIMH supported post-doctoral training positions are available in a stimulating and productive environment. Seeking fellows with research background to collaborate with faculty sponsor on two federally funded (NIMH & NIDA) services research projects concerned with seriously mentally ill adults, including those with co-occurring substance dependence disorders, HIV/AIDS, and physical illnesses. Multi-site studies include acute care community-based psychiatric diversion units, social model detoxification programs, and shelters, research addresses treatment and cost outcomes, service utilization patterns, systems impact and cross system comparisons. Supervising faculty sponsor, Barbara E. Havassy, Ph.D. Major training program components are research with faculty sponsor and core curriculum. Multi-disciplinary training faculty, Clifford Attkisson, Ph.D. Program Director, USPHS stipend levels. Additional appointments are also available in other areas of mental health services research. Requests for program description should be addressed to Vicky Brown-Ravano, Dept. of Psychiatry, UCSF, 401 Parnassus, Box CPT, San Francisco, CA 94143-0984. Interested applicants should send letter, statement of interests, and curriculum vitae at the same address. *UCSF is an Equal Opportunity/Affirmative Action Employer.* **CA4**

MILLS COLLEGE--ASSISTANT PROFESSOR OF PSYCHOLOGY: Outstanding teacher and productive scholar sought for tenure-track position to begin Fall 1998, to teach Psychopathology and four other courses (e.g., Personality, Industrial and Organizational, Cross-Cultural, Psych of Women, Psycholinguistics, Clinical, Perception, Research Methods). Required: Ph.D., strong commitment to teaching and advising women undergraduates. Send letter, vita, reprints, teaching evaluations, names of three references, by December 1, 1997, to: Psychology Search Cttee, Mills College, Oak-

See Subject Index and the index instructions on page 63.

land CA 94613. Located in the San Francisco Bay Area. *Mills is a selective liberal arts college for women. Persons of color and those committed to working in a multicultural environment are encouraged to apply. AA/EOE. CA5*

WESTMONT COLLEGE Psychology Department: Two tenure track positions are to be filled with an anticipated start date of 8/98. Rank is open; assistant or associate level preferred. We are looking for competent, dedicated teachers with a demonstrated record of scholarship. PhD required or near completion. Clinical/counseling--Teach courses from among general, abnormal, counseling, personality, history & systems, and psychological testing; licensed or license-eligible in California; supervise students in practice; develop own scholarship. Physiological psychology--Teach courses from among general, physiological, motivation, comparative, history & systems, and sensation & perception or learning; supervise student research; conduct research that involves students collaboratively. Westmont is a selective Carnegie I Christian College of the liberal arts and sciences, with 1,200 students, stressing excellence in undergraduate teaching and scholarship. As such, we seek faculty who can relate their faith to their discipline. Review of applications will begin October 15 and continue until positions are filled. Applicants should send cover letter and vita to: Search Committee, Psychology Department, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108-1099, or E-mail bsmith@westmont.edu. *Women and minorities are encouraged to apply. CA6*

FACULTY POSITIONS IN COGNITIVE PSYCHOLOGY--UNIVERSITY OF CALIFORNIA, IRVINE. The Department of Cognitive Sciences at the University of California, Irvine, invites applications for up to two tenure-track positions in cognitive psychology, with potential starting dates of July 1, 1998. Specific areas of interest are **cognitive development, cognitive neuropsychology, social cognition, reasoning and decision making, learning and memory, and neural network theory.** Candidates should have a strong record of research accomplishment commensurate with their academic rank, and a serious commitment to undergraduate and graduate teaching. Applicants should submit a curriculum vitae, representative publications, three letters of recommendation, and a letter indicating the applicant's area of research interest taken from the six areas listed above. (More than one area may be mentioned, but for processing purposes please designate one primary area.) Materials should be sent to Search Committee for (Area), Department of Cognitive Sciences, University of California, Irvine, CA 92697. **To ensure consideration, applications should be received by**

December 31, 1997. *The University of California is an Equal Opportunity Employer committed to excellence through diversity. CA7*

Cross-Cultural Cognitive Development Position. Human Development and Family Studies of the Department of Human and Community Development at the **UNIVERSITY OF CALIFORNIA AT DAVIS** announces an opening for an academic year tenure-track position (fiscal year term employment offered and continued based on academic personnel review) at the Assistant Professor level to teach and conduct research on cultural and other environmental (nutritional, toxicological) determinants of variations in human cognitive development. Candidates should have a Doctorate or equivalent in Psychology, Human Development, or related field, and a record of research in cognitive development. Knowledge of brain-behavior relationships is desirable. Appointment expected on or before July 1, 1998. Applicants should submit a letter of interest, curriculum vita, representative reprints, and the names and addresses of four references to Dr. B.A. Ober, Chair, Search Committee for Human Development, c/o Search Committee Coordinator, Department of Human and Community Development, University of California, Davis, CA 95616, by November 30, 1997. *The University of California is an affirmative action/equal opportunity employer. CA8*

UNIVERSITY OF CALIFORNIA, DAVIS, DAVIS, CA 95616-8686. The Department of Psychology at the University of California, Davis, invites applications for a tenure-track position at the Assistant Professor level in the area of language processing. The position begins July, 1998, pending administrative approval. Specialties of interest include, but are not limited to syntax or sentence processing, language acquisition (lexical or grammatical, or discourse processing using experimental, developmental, neurological, and/or computational methods. The application of multiple paradigms is preferred. Candidates will be expected to exhibit broad teaching ability in cognitive science and/or linguistics at both the undergraduate and graduate levels. Requirements for the position include: a Ph.D., an active research program, a strong commitment to quality teaching, and the potential to attract extramural funds. Interested applicants should submit a curriculum vitae, a statement of research and teaching interests, representative reprints or preprints, and three letters of reference. Where possible, e-mail addresses of referees should be supplied. Review of applications will commence on November 15, 1997 and will continue until the position is filled. Send applications to: Psycholinguistics Search Committee, Department of Psychology, University of California, One

Shields Ave., Davis, CA 95616-8686. For information, contact the Search Committee Chair, Debra Long, at the above address or via the Internet: dlong@ucdavis.edu. *The University of California, Davis, is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty. CA9*

POST-DOCTORAL FELLOWSHIP in Psychology and Medicine. **UNIV OF CALIF, SF, NIMH-funded 2 yr position.** Theory based research training on understanding and reducing risk behaviors and on responses to stressful experiences. Apply by Feb. 1st to begin by Aug. 30, 1998. For application write to Dr Nancy Adler, c/o Giovanna Florida, Health Psychology, UCSF, 1350-7th Ave, San Francisco, CA 94143-0844. *UCSF is an Equal Opportunity/Affirmative Action Employer, applications from women and minorities are encouraged. CA10*

UCSF FACULTY POSITION--RESEARCH PSYCHIATRIST OR PSYCHOLOGIST--The Department of Psychiatry of the School of Medicine, University of California, San Francisco (UCSF) is seeking a research faculty psychiatrist or psychologist to be based in the Department's program at San Francisco General Hospital (SFGH). SFGH Psychiatry pursues a clinical and research program with strong interest in cross-cultural studies; 38% of SFGH faculty are ethnic minority; 47% are women; 50% of patients are ethnic minority. Appointment will be to an Academic Senate position as Assistant Professor In Residence. The position is available effective July 1, 1998. Desirable candidates will have a track record as productive investigators or will show strong promise to become such investigators, and will possess excellent communication and teaching skills. The incumbent will be expected to develop and implement a program of research on the efficacy or cost-effectiveness of clinical and services interventions for the mental health problems experienced by inner-city poor and ethnically diverse populations like those served by SFGH, collaborate with other faculty in their efforts to develop research programs, and to teach formal courses and seminars and provide individual student supervision in clinical services research design. Strong promise would be indicated by publication of completed research, funded federal grants, intimate knowledge of the clinical services and target populations typical of urban public hospitals, experience developing innovative services, experience in cross-cultural research, and recommendations by research mentors and colleagues. Applications must be received by January 1, 1998. Please send a letter of interest, résumé, and names, addresses, and telephone numbers of three references to Clifford Attkisson, PhD, Search Committee Chair, c/o Susan

Brekhus, Department of Psychiatry-Room 7M36, San Francisco General Hospital, 1001 Potrero Avenue, San Francisco, CA 94110. *UCSF is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA11*

Interval Research Corporation, an advanced-technologies research institute in Silicon Valley (adjacent to Stanford University), announces the availability of a 2-year (1-year renewable) **POSTDOCTORAL FELLOWSHIP** in perceptual/cognitive psychology. The position would involve collaborating on basic and applied research projects and some general consulting. Ph.D. required. Statistical and computing skills experience preferred. Researchers with strong methodological skills and broad applied interests are especially encouraged to apply. Please contact: Diane J. Schiano, Ph.D., Interval Research Corporation, 1801 Page Mill Road, Palo Alto, CA 94304, schiano@interval.com, (415) 842-6099. Applications received before 1 January 1998 will be given full consideration. **CA12**

Funding opportunity for investigators doing HIV prevention research with minority communities: Summer, 1998, four scientists will receive mentoring and funds to develop ethnic minority HIV prevention research projects. Scientists spend six weeks of three summers at **UCSF'S CENTER FOR AIDS PREVENTION STUDIES** and receive funding for their research project. For scientists in tenure track positions or investigators in research institutes. Application deadline: January 15, 1998. Romy Benard-Rodriguez, (415) 597-9366; fax: (415) 597-9213; e-mail: romy_benard@quickmail.ucsf.edu or get an application at our <http://www.caps.ucsf.edu/capsweb/projects/minorityindex.html>. **CA13**

Assistant Professor of Psychology, SCRIPPS COLLEGE-- Scripps College invites applications for a tenure-track assistant professor position to begin in the 1998-99 academic year. Preference will be given to candidates in *cognitive psychology* particularly those with expertise in the areas of *cognitive neuroscience or cognitive neuropsychology*. We are looking for an individual with a strong commitment to undergraduate liberal arts education: Successful teaching experience and promise of a productive research program that can actively involve students are essential. Send vita, statement of interest, reprints, syllabi, and three letters of reference to Chair, Psychology Search Committee, Scripps College, Claremont, CA 91711. Review of applications will begin immediately and continue until the position is filled. Consideration cannot be guaranteed for applications received after December 15, 1997. *Scripps is an equal opportunity/affirmative action employer. Women and minority appli-*

cants are especially encouraged to apply. Further information is available at <http://www.scrippscol.edu>. Follow the links to Academics and Psychology. CA14

Postdoctoral Fellowship: The Department of Psychology and Social Behavior at the **UNIVERSITY OF CALIFORNIA, IRVINE** invites applications for a 2-year postdoctoral fellowship focusing on the study of human adaptation within diverse developmental, environmental, and socio-cultural contexts. The NIMH-funded training program affords opportunities for fellows to work with a multidisciplinary faculty, who study developmental transitions and human development in cross-cultural perspective, health behavior and biobehavioral processes, stress and coping, risk perceptions and risk behavior, and large-scale social problems (e.g., violence, unemployment) that affect human health and well-being. Training will emphasize theoretical, methodological, and statistical approaches to investigating adaptive and maladaptive functioning at several levels of analysis and across varied social contexts. For additional information, send inquiries to sdgates@uci.edu. Applicants should submit a letter of interest, curriculum vitae, representative publications, and three letters of recommendation to the Chair, Postdoctoral Search Committee, School of Social Ecology, University of California, Irvine, CA 92697-7085. Deadline for receipt of completed applications is Jan. 15, 1998. *The University of California is an Equal Opportunity Employer committed to excellence through diversity.* CA15

Assistant or Associate Professor in Psychology. The Department of Psychology at the **UNIVERSITY OF SOUTHERN CALIFORNIA** seeks outstanding candidates at the advanced Assistant Professor or Associate Professor level. The area of appointment is open, with the primary criterion being the excellence of the candidate. The department has five areas: Brain and Cognitive Sciences, Clinical Science, Developmental (life span), Quantitative, and Social. We are especially interested in individuals whose research interests would strengthen two or more of these areas. Interested candidates should submit a letter describing their area of expertise, C.V., selected reprints/preprints, & names of three referees to: Chair, Psychology Search Committee, Dept. of Psychology, University of Southern California, Los Angeles, CA 90089-1061. Deadline for applications is December 15, 1997. *AAEO.* CA16

ENDOWED CHAIR IN COGNITIVE NEUROSCIENCE. The Department of Psychology at the **UNIVERSITY OF SOUTHERN CALIFORNIA** invites applications for a newly-endowed HEDCO Chair in Neurosciences. The position is appropriate for an internationally-known scientist with

an established program of innovative research. The holder of the chair will have an appointment in the Department of Psychology (www.usc.edu/dept/LAS/psychology) and in the university's Program in Neural, Informational, and Behavioral Sciences (www.usc.edu/dept/nbio/nibs.html), and will join an active group of researchers in the neuro- and cognitive sciences. Applicants should send a letter of inquiry and C.V. to Irving Biederman, Ph.D., Chair, Search Committee for Neuroscience Chair, Department of Psychology SGM 501, University of Southern California, Los Angeles, CA 90089-1061. *AA/EO.* CA17

POSTDOCTORAL RESEARCH FELLOWSHIP: Mental health clinical services research with emphasis on methodology and design. Two-year NIMH supported post-doctoral positions available at the **UNIVERSITY OF CALIFORNIA, San Francisco**, Department of Psychiatry. Overall program direction is provided by Clifford Attkisson, Ph.D. in collaboration with a multidisciplinary training faculty. Major training components are required core curriculum and supervised research. A description of the program including faculty research interests is available upon request. The program is searching for post-doctoral fellows in the following services research areas: aging population (supervised by Patricia

A. Arean, Ph.D.), patient satisfaction research (supervised by Clifford Attkisson, Ph.D.), treatment outcomes and service systems (supervised by Barbara E. Havassy, Ph.D.), violence and trauma (supervised by Dale E. McNiel, Ph.D.), services to children and youth (supervised by Abram Rosenblatt, Ph.D.), and mental health services and systems for persons suffering from AIDS (supervised by Drs. Kathryn Phillips, and James Kahn). USPHS stipends levels. Send letter of interest, curriculum vitae, three names of references to: Vicky Brown-Ravano, Dept. of Psychiatry, UCSF, 401 Parnassus, Box CPT, San Francisco, CA 94143-0984. *UCSF is an Equal Opportunity/Affirmative Action Employer.* CA18

HARVEY MUDD COLLEGE, a highly selective college of science and engineering at the Claremont Colleges, seeks to appoint a **VISITING ASSISTANT PROFESSOR OF SOCIAL PSYCHOLOGY** interested in cross-cultural and/or gender issues. Five-course teaching load. Ph.D. in psychology required, teaching experience desired. This is a one-year position for AY 98-99, with the possibility of renewal, and is in the Department of Humanities and Social Sciences, which offers a broad-based liberal arts program. *Harvey Mudd College is an equal opportunity employer and is especially interested in candidates traditionally underrepresented on*

college faculties. Send cv, info on three references, and a detailed statement about two courses to: Hal S. Barron, Chair, Department of Humanities and Social Sciences, Harvey Mudd College, Claremont, CA 91711. Applications must be received by December 22. CA19

COLORADO

UNIVERSITY OF DENVER - Department of Psychology: Anticipates two tenure-track positions at the Assistant Professor level. The desired candidates' primary area of research would be in the area of Social, Emotions, Cognitive, or Quantitative Psychology. We are particularly interested in candidates who combine one of these primary interests with secondary interests in any of the above or neuroscience. The primary requirement for this position is excellence in research and teaching. Candidates applying in **Social and Emotions** should send a letter of interest, vita, at least three letters of recommendation and reprints/preprints to **Dr. Daniel McIntosh**, Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver, CO 80208. Candidates applying in **Cognitive and Quantitative** should send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to **Dr. Jan Keenan**, Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver, CO 80208. We will give priority to applications received by December

SAN FRANCISCO STATE UNIVERSITY

**Marion Wright Edelman Institute
for the Study of Children, Youth, and Families
College of Behavioral and Social Sciences**

DIRECTOR

Associate or Full Professor based on qualifications and experience to direct the new Marian Wright Edelman Institute for the Study of Children, Youth and Families. Application Review for this renewed search begins December 10, 1997; position opened until filled.

Qualifications

- Earned Doctorate in human or child development or related field.
- Demonstrated ability to obtain grant funding.
- Published scholarship and a record of successful teaching.
- Effective leadership, communication, collaboration and administrative skills.
- Experience working with diverse populations and building university-community partnerships.

Submit a letter of application, vita and three letters of reference to:

Chair, Search Committee
Marion Wright Edelman Institute
College of Behavioral and Social Sciences
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132.

San Francisco State University is an Affirmative Action/Equal Opportunity Employer. CA20

1, 1997 but will consider applications until the position is filled. *THE UNIVERSITY OF DENVER is committed to enhancing the diversity of its faculty and staff encourages applications particularly from women, minorities, veterans, and people with disabilities.* **CO1**

UNIVERSITY OF DENVER - Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 1998. The primary requirement for this position is excellence in research and teaching. *We especially encourage applications from members of minority groups and individuals with interests in multicultural research.* Send a letter of interest, vita, at least three letters of recommendation and reprints/preprints to Chair, Child Clinical Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver, CO 80208. We will give priority to applications received by December 1, 1997 but will consider applications until the position is filled. *THE UNIVERSITY OF DENVER is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.* **CO2**

The Department of Psychology, **UNIVERSITY OF COLORADO, BOULDER**, invites applications for a tenure-track position in clinical psychology beginning August, 1998. We anticipate an appointment at the level of Assistant Professor, but more senior candidates with exceptional qualifications will be considered and are encouraged to apply. Candidates interested in any area of adult or late adolescent psychopathology, assessment, or prevention/intervention will be considered. By the time the appointment begins, applicants must have completed the Ph.D., including at least one year of Internship, from an APA-approved program in Clinical Psychology. Salary is competitive and dependent upon experience. *The University of Colorado has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, disabled individuals, veterans, and veterans of the Vietnam era.* All applicants should send a curriculum vitae, a statement of research interests, a statement of undergraduate and graduate teaching interests, and three letters of recommendation to: W. Edward Craighead, Chair - Clinical Search, Department of Psychology, University of Colorado, Boulder, CO 80309-0345. We will begin reviewing applications as they are completed (beginning in November), and we will continue to review applications until the position is filled. **CO3**

THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF COLORADO AT BOULDER, invites applications for a full-time position in Social Psychology. We anticipate an appointment at the Assistant or Associate level, but more senior candidates with exceptional qualifications are also encouraged to apply. The primary criteria for the appointment will be excellence in research and teaching. The Department offers training in Behavioral Neuroscience, Behavioral Genetics, Clinical, and Cognitive Psychology and we are especially interested in candidates for this position who can also strengthen one or more of its other programs or who can contribute to the Program's emphasis on research methods. Salary is dependent upon experience and qualifications. The position would begin in the Fall term of 1998. Interested persons should send a curriculum vitae, a statement of research and teaching interests, example research papers, and at least three letters of recommendation to Reid Hastie, Director, Social Psychology Program, Psychology Department (Campus Box 345), University of Colorado, Boulder, CO 80309. Applications will be accepted through January 15, 1998. Information describing the Psychology Department can be obtained on the World Wide Web at <http://psych-www.colorado.edu>. *The University of Colorado at Boulder strongly supports the principle of diversity in all its forms. We are interested in receiving applications for women, ethnic minorities, persons with disabilities, veterans, and veterans of the Vietnam era.* **CO4**

ASSISTANT PROFESSOR IN EXPERIMENTAL PSYCHOLOGY, METROPOLITAN STATE COLLEGE OF DENVER: Department of Psychology, tenure-track position to teach undergraduate classes in experimental (including research techniques, learning, motivation, sensation and perception, history and systems) and introductory psychology. Contingent on funding. Twelve credit teaching load per semester, day and evening, and advising. Ph.D. with undergraduate teaching experience and published research in psychology journals required. Ability to apply computer technology in the classroom and work with diverse groups. Salary commensurate with education and experience. **Review of applications begins December 15, 1997;** appointment begins fall semester, 1998. Submit letter of application, current curriculum vitae, three current letters of reference addressing qualifications, publications and description of scholarly activities, evidence of successful teaching including evaluations and syllabi, copies of graduate and undergraduate transcripts to: Dr. Ellen Susman, Chair, Search Committee for Experimental Psychology, Department of Psychology, Campus Box 54, Metropolitan State College of Denver, P.O. Box 173362, Denver, CO 80217-3362; or FAX to (303) 556-2169. **CO5**

ASSISTANT PROFESSOR IN EXPERIMENTAL SOCIAL/COMMUNITY PSYCHOLOGY, METROPOLITAN STATE COLLEGE OF DENVER: Department of Psychology, two tenure-track positions to teach undergraduate classes in experimental social/community and introductory psychology. Contingent on funding. Twelve credit teaching load per semester, day and evening, and advising. Ph.D. with undergraduate teaching experience and published research in psychology journals required. Ability to apply computer technology in the classroom and work with diverse groups. Salary commensurate with education and experience. **Review of applications begins December 15, 1997;** appointment begins fall semester, 1998. Submit letter of application, current curriculum vitae, three current letters of reference addressing qualifications, publications and description of scholarly activities, evidence of successful teaching including evaluations and syllabi, copies of graduate and undergraduate transcripts to: Dr. Ellen Susman, Chair, Search Committee for Experimental Social Psychology, Department of Psychology, Campus Box 54, Metropolitan State College of Denver, P.O. Box 173362, Denver, CO 80217-3362; or FAX to (303) 556-2169. **CO6**

CONNECTICUT

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY: The Department of Psychology at **YALE UNIVERSITY** expects to make an appointment at the rank of Assistant Professor in developmental psychology effective July 1, 1998. Applications representing any sub-specialization in this area, broadly defined, are welcome. Applicants are expected to provide high-quality teaching at the undergraduate level and in a graduate developmental program, and to have exhibited (or shown very clear promise of) excellence in research. *Yale University is an Equal Opportunity/Affirmative Action employer, and applications from women and minority group members are especially encouraged.* Please send a letter of application, a curriculum vitae, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Junior Developmental Search Committee, Department of Psychology, Yale University, PO Box 208205, New Haven, CT 06520-8205. Deadline for completed applications: December 1, 1997. **CT1**

ASSISTANT PROFESSOR, SOCIAL/PERSONALITY PSYCHOLOGY: **THE DEPARTMENT OF PSYCHOLOGY** at **YALE UNIVERSITY** expects to make an appointment at the rank of Assistant Professor in social or personality psychology effective July 1, 1998. Applications representing any sub-specialization in these areas, broadly defined, are welcome. Applicants are expected

to provide high-quality teaching at the undergraduate level and in a graduate social/personality program, and to have exhibited (or show very clear promise of) excellence in research. The department is especially interested in candidates willing to teach courses in statistics at the graduate level, but candidates with other teaching interests are encouraged to apply as well. *Yale University is an Equal Opportunity/Affirmative Action employer, and applications from women and minority group members are especially encouraged.* Please send a letter of application, a curriculum vitae, papers or reprints, and arrange for three letters of recommendation to be sent to: CHAIR, Social Search Committee, Department of Psychology, Yale University, PO Box 208205, New Haven, CT 06520-8205. Deadline for completed applications: December 1, 1997. **CT2**

DISTRICT OF COLUMBIA

POSTDOCTORAL PUBLIC POLICY FELLOWSHIP: THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES (SPSSI: APA Division 9) is seeking candidates for its James Marshal Public Policy Fellowship. The next appointment begins September 1998. This position is for one year with a one-year renewal if the recipient's performance warrants. The recipient (AKA: Scholar) represents SPSSI in approved policy and advocacy activities. The position is with the Public Policy Office of the American Psychological Association (APA) in Washington, D.C. The Scholar participates in supervised activities including using psychological research to (1) analyze specific social policies and (2) develop policy advocacy. The policy focus of this work varies from year to year as SPSSI and APA priorities shift and as the interests and expertise of the Scholar differ. **QUALIFICATIONS:** Applicants must hold a Ph.D. or Psy.D. and be either members of SPSSI and APA or eligible to be members. The recipient must join SPSSI before their term begins. Candidates must demonstrate interests or involvement in the application of social science to social issues and policy, have a sound scientific and/or clinical background, and demonstrate sensitivity toward public policy issues. Candidates should be interested in and knowledgeable about at least one current social issue such as homelessness, violence, adolescent pregnancy, child abuse, etc. Candidates must be able to communicate effectively both orally and in writing. Individual initiative and an ability to work cooperatively with others having diverse viewpoints are critical. Knowledge of policy processes at the national level is desirable, but not expected. **AWARD:** The stipend will be \$42,600 the first year plus health and vacation benefits. The stipend will be increased

modestly the second year. **APPLICATION:** Candidates are required to submit the following: (1) a detailed vita; (2) a 1000 word biographical statement of past experience and interest in policy activities and/or social issues; career goals, interest in the position and objectives desired from the fellowship; (3) a 600 word briefing statement using social science data and related information to inform a legislator about a specific social issue; (4) three letters of reference addressing his/her abilities, experience and motivation as related to this position and (5) a statement indicating a preference for either a one or two year commitment. Preference will be given to candidates who make a two year commitment. Application Materials and letters of reference must be postmarked no later than January 10, 1998. All application materials must be in duplicate, refer to announcement number #JMF3, and be sent to: James Marshal Public Policy Fellowship (JMF3), Attn: Michelle Angus, SPSSI Central Office, P.O. Box 1248, Ann Arbor, MI 48106-1248; Phone: (313) 662-9130, Fax: (313) 662-5607; E-mail: spssi@umich.edu. For more information about fellowship, call or E-mail either Dr. Jeanine Cogan (202-336-6153; jcc.apa@email.apa.org), current Scholar; Dr. Greg Wilmoth (301-384-3983 evenings; wilmoth-cohen@prodigy.net), or Dr. Allison Rosenberg (202-244-7914, Oversight Committee Co-chairs) **DC2**

FLORIDA

Developmental Psychology. The Department of Psychology at **THE UNIVERSITY OF MIAMI** seeks two developmental psychologists to be appointed to tenure track **Assistant Professor** positions beginning August 15, 1998. Postdoctoral or prior academic experience is preferred. Responsibilities include maintaining an active research program, supervision graduate students, and teaching undergraduate and graduate students. Ability to provide strong research mentorship to graduate students in essential. Both positions are in the Applied Developmental Track of the Division of Child Psychology. The Child Division has nationally recognized programs in Applied Developmental, Clinical Child and Pediatric Health Psychology. The Division has recently moved into a new building with state-of-the-art computer facilities. Faculty in the division have extensive research collaborations involving community, state, and federal agencies, and the local school district, the fourth largest in the U.S. For either position the successful applicant will have research interests that complement the ongoing activities of the division. Current research projects within the division involve the study of developmental processes in infants and children at risk for learning or social disabilities and chronic illness, an self epidemiological studies of risk factory

associated with developmental disorders. Active projects also focus on screening and identification of exceptional students, Head Start and the transition to public school, risk behavior in adolescents and the development and evaluation of intervention programs for infants, preschool and school ages children. For **one** of the two positions, applicants are particularly welcomed with research interests in one of the above areas with additional expertise in new quantitative methods for modeling individual growth and treatment outcomes such as epidemiological statistics, hierarchical liner modeling, or growth curve analysis. Applicants with interest in cognitive science or strong developmental backgrounds from other applied disciplines, such as community or clinical psychology programs, are also welcome to apply. The University of Miami is a private, independent research university with over 13,000 undergraduates and graduate students. The Department of Psychology has 39 full-time faculty and is located on the University's suburban Coral Gables campus. *Opportunities are available for research with varied ethnic populations of children and adolescents. Applications are strongly encouraged from individuals with research interests involving minority populations.* Candidates should send a vita, reprints, statement of research interests, and 3 letters of recommendation to the applied Developmental Search Committee, Department of Psychology, PO Box 248185, Coral Gables, FL 33124-2070. **Applications will be review as received and the review process will continue until the positions are filled.** *The University of Miami is an equal opportunity affirmative action employer and a smoke/drug free workplace. Minorities and women are strongly encouraged to apply.* **FL1**

GEORGIA

Engineering Psychology/Applied Experimental Psychology--GEORGIA INSTITUTE OF TECHNOLOGY. The School of Psychology at Georgia Tech anticipates a position in the Engineering Psychology Program. Rank is open and, depending on qualifications, appointment may be made with tenure. The applicant's research area must fit with an identifiable or emerging area in engineering psychology or human factors with a primary emphasis within psychology as a science. The candidate will be expected to fulfill teaching needs within the program to maintain Human Factors an Ergonomics Society accreditation. The program maintains active collaboration with programs within the School of Psychology such as Cognitive Psychology/Cognitive Aging and Industrial/Organizational Psychology as well as with numerous units outside of the School including the College of Computing, Graphics, Visualization, and Usability Center (GVU), Industrial and Systems Engineering, Physics, and the



GEORGETOWN UNIVERSITY PSYCHOLOGY DEPARTMENT CHAIR DEPARTMENT OF PSYCHOLOGY GEORGETOWN UNIVERSITY

Georgetown University invites applications for the position of Psychology Department Chair. It is expected that the appointment will be at the rank of Professor. The University seeks a distinguished scholar and teacher who can provide skillful academic leadership. The specific field of specialization within psychology is open. The search committee will begin its review of applications on or before November 17th, but will continue to accept applications until the positions is filled. *Georgetown University is an EO/AA employer.* Those interested in the position should send a letter of application, together with a curriculum vitae, relevant publications and names of reference to: Prof. Robert Lieber, Search Committee Chair, Department of Psychology, Georgetown University, Washington, DC 20057-1001.

DC1

Georgia Tech Research Institute. Additionally, we maintain a wide variety of links to the industrial and business research community in the metropolitan Atlanta area. To apply, send a letter describing your program of research, vitae, three letters of recommendation, and representative reprints to Professor Arthur D. Fisk, Chair of Search Committee- Engineering Psychology, School of Psychology, Georgia Institute of Technology, Atlanta, GA 30332-0170. *Senior candidates may request that letters of reference be delayed pending selection.* For full consideration applications should be received by February 1, 1998. However, the search will remain open until the position is filled. Further information may be obtained by calling 404-894-6066 and the School's web site is at <http://www.gatech.edu/psychology>. **GA1**

Two Assistant Professors: Clinical Psychology. The Department of Psychology, **UNIVERSITY OF GEORGIA**, invites applications for two tenure-track positions in the Clinical Psychology doctoral program to begin in Fall, 1998. Applicants for one position are sought in the general area of Child/Family/Developmental Psychopathology and should be license-eligible, with at least one year of supervised post-doctoral experience. Applicants for a second position should have strong credentials and research interest in any area of adult psychopathology and/

or treatment, to join the program at an exciting time and participate in its restructuring. For both positions, responsibilities will include graduate and undergraduate instruction, research and practicum supervision. The persons hired will be expected to set up independent research programs and attract highly qualified doctoral students. Applicants should also be license-eligible. The deadline for applications is December 15, 1997. Send letter of application, vita, relevant reprints/preprints, and four letters of recommendation to either: Chair, Clinical Child Search Committee, or Chair, Clinical Adult Search Committee, Department of Psychology, UNIVERSITY OF GEORGIA, Athens, GA 30602-3013. *THE UNIVERSITY OF GEORGIA is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.* **GA2**

Assistant Professor: Cognitive-Experimental Psychology. The Department of Psychology in the **UNIVERSITY OF GEORGIA** invites applications for a tenure-track position in the Cognitive-Experimental Psychology doctoral program beginning in Fall, 1998. We seek applicants with research and teaching interests in areas of higher-order human cognition, e.g., categorization and concept formation, judgement and decision making, knowledge representation (and modeling), Problem solving, spatial cognition, reasoning, etc. In

addition to instruction in specially areas, the applicant is expected to share responsibility for teaching of undergraduate and graduate courses in learning (Pavlovian and operant). A qualified applicant will be expected to establish a productive program of research and to work closely with graduate students in both laboratory and classroom. **THE UNIVERSITY OF GEORGIA** is located in Athens, GA, approximately 65 miles ENE of Atlanta. Send a cover letter (with explicit statements of research and teaching interests), current curriculum vitae, relevant reprints/preprints, evidence of teaching experience/effectiveness, and at least four letters of reference by December 15 to: Dr. B.E. Mulligan, Chair, Cognitive-Experimental Psychology Program, Department of Psychology, UNIVERSITY OF GEORGIA, Athens, GA 30602-3013. **THE UNIVERSITY OF GEORGIA is an Equal Opportunity/Affirmative Action Employer. Minorities and women are strongly encouraged to apply. GA3**

Industrial/Organizational Psychology--The School of Psychology at the Georgia Institute of Technology seeks an industrial-organizational psychologist at the assistant or advanced assistant professor level. The ideal candidate will have strong quantitative interests and skills (e.g. in multivariate analysis, item response theory, etc.), as well as substantive research interests in one or more areas of industrial psychology complementing existing faculty (in e.g., differential psychology, skill acquisition and training, employment testing and selection, job analysis and performance and performance appraisal. Interests at the interface of traditional industrial and organizational topics are also welcome. Quality of work in the specialty area is more important than the specific domain. The successful candidate will have a strong record of publication and extramural funding, or evidence of the ability to achieve a strong record. He or she will be expected to participate in teaching core quantitative courses as well as undergraduate and graduate courses in the specialty area. The School of Psychology presents a stimulating intellectual atmosphere, featuring strong programs in cognition, cognitive aging, animal behavior, and human engineering in addition to I/O psychology. Collaboration across disciplinary lines is encouraged. In addition, we offer highly competitive salary and benefits, and life in one of the South's most dynamic and attractive cities. To apply, please send a vita and three letters of recommendation to: Chair, I/O Search Committee School of Psychology Georgia Institute of Technology Atlanta, GA 30332-0170. *Georgia Institute of Technology is an equal opportunity employer. Minorities and women are encouraged to apply. GA4*

EMORY UNIVERSITY, Department of Psychology, Program in Cognition and Development is seeking a Developmental Psychologist at any rank with an established research program in cognitive or social cognitive development. The position entails undergraduate and graduate teaching as well as participation in a strong and active graduate program with a commitment to the joint study of cognition and its development. Women and minorities are especially encouraged to apply. A Ph.D. is required. Applicants should send vita, supporting materials, and at least three letters of recommendation to: **Developmental Search Committee, Department of Psychology, Emory University, Atlanta, GA 30322.** Review of applications will begin January 10, 1998. *Emory University is an Equal Opportunity/Affirmative Action Employer. GA5*

THE PSYCHOBIOLOGY PROGRAM OF THE EMORY UNIVERSITY DEPARTMENT OF PSYCHOLOGY seeks applications for a full-time, tenure-track ASSISTANT PROFESSOR position beginning in the fall of 1998. The program focuses on behavior, investigating biological mechanisms ranging from cellular to social. Our interest is in an individual conducting experimental research in behavioral neuroscience or behavioral genetics. Individuals who use these approaches in naturalistic contexts are especially encouraged to apply. Our expectation is that the person will have a strong commitment to teaching at both the graduate and undergraduate levels, will establish an independent research program, and will obtain extramural grant support. Ph.D. required. Please submit vita, supporting materials and at least three letters of recommendation by December 10, 1997 to: **Michael D. Zeiler, Psychobiology Search Committee, Department of Psychology, Emory University, Atlanta, GA 30322.** Review of applications will begin January 5, 1998. *Emory University is an Equal Opportunity/Affirmative Action Employer. GA6*

HAWAII

ASSISTANT/ASSOCIATE PROFESSOR. The University of Hawaii at Manoa, Department of Psychology is recruiting for a tenure-track assistant or associate professor, subject to availability of funds and pending manpower clearance, general funds, full time, 9-month appointment, to begin August 1, 1998. Duties: Teaching graduate and undergraduate courses in statistics and psychological research methodology and in area of concentration as well as conducting an active research program in that area. Serving on thesis and dissertation committees. **Minimum Qualifications:** Assistant Professor: Ph.D. in Psychology with research experience, relevant academic work and a proven record of accomplishment and publications in the designated research area. A

commitment to excellence in psychological research and teaching. **Associate professor:** In addition to the minimum qualifications for assistant professor, four years at the assistant professor level or equivalent and a publication record commensurate with the level of appointment. **Desirable qualifications:** The demonstrated ability to teach statistics and research methods courses to undergraduate and graduate students. These courses may be cross listed with other Departments in the College of Social Sciences when appropriate. Research experience using experimental methodology. Ability to contribute to ongoing research in the Department of Psychology. The areas of specialization currently represented in the Department fall into the following categories: Clinical Studies, Community Studies, Behavioral Neuroscience, Developmental, Human and Animal Cognition, Social-Personality. However, other specializations will be considered. Demonstrated excellence in undergraduate and graduate teaching and an interest in innovative education strategies. The College of Social Sciences and the Department of Psychology are committed to excellent teaching, research and service: we welcome candidates who work multi-disciplinary and collaboratively. Annual Salary Range: Assistant Professor--\$34,644-\$51,264, associate professor--\$43,824-\$64,872. Actual salary based on experience and qualifications. To apply send vita, a statement of research and teaching interests, three letters of recommendation and a selection of relevant articles to the Methodology Search Committee, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, HI 96822, phone (808) 956-8414. Closing date: January 15, 1998. *The University of Hawaii is an Affirmative Action Equal Opportunity Employer. HI1*

ASSISTANT, ASSOCIATE OR FULL PROFESSOR: position no. 084937T, full-time, 11-month appointment, non-general funds, non-tenurable to begin as soon as possible and not later than Fall 1998. The appointment is temporary, annually renewable with continuation dependent upon satisfactory performance and availability of funds. The APA-accredited Clinical Studies Program of the Psychology Department at the **UNIVERSITY OF HAWAII (UH)**, in collaboration with the **STATE OF HAWAII DEPARTMENT OF HEALTH** is searching for a faculty member to work with the **Department of Health's Adult Mental Health Division (AMHD)** as Director of Rehabilitation at Hawaii State Hospital. The AMHD has had a collaborative working relationship with UH since 1990. Hawaii State Hospital (HSH) is 170-bed inpatient psychiatric hospital serving adults with serious and persistent mental illness (SPMI). **DUTIES:** At HSH (80% time), direct and/or coordinate all aspects of the HSH's psychiatric rehabilitation programs and assure that each

patient has such programming available; develop and manage a continuum of biopsychosocial rehabilitation services within and outside of HSH for hospital patients and work closely with other HSH and outpatient clinical department heads and professional disciplines in planning and implementing rehabilitation programs; contribute to quality assurance and outcome-based evaluation plans for on-going monitoring of the hospital's rehabilitation services; participate in planning for student training programs; identify, develop, arrange for, and provide in-service training programs to assure continued staff support; provide consultation to AMHD Outpatient Programs; develop and/or revise as necessary hospital policies and procedure related to rehabilitation services; participate in appropriate strategic planning and assure that services meet or exceed JCAHO standards; chair the Program Director's Committee, other duties as assigned. At UH (20% time), participate in clinical training program in the area of psychosocial rehabilitation for individuals suffering from SPMI, teaching one course per academic year; collaborate with students and faculty in research in the area of SPMI. **Minimum Qualifications:** Assistant Professor: Ph.D. in clinical psychology from university-based or affiliated APA-accredited training program and strong academic qualifications as evidenced by substantial history of peer-reviewed published work. Associate Professor: In addition to minimum qualifications for Assistant Professor, four years at the assistant professor level or equivalent. Full Professor: In addition to minimum qualifications for Assistant Professor, four years at the associate professor level or equivalent. **Desirable Qualifications:** Broad knowledge in the principles, practices and development of psychiatric rehabilitation; demonstrated prior success in the development and management of psychiatric rehabilitation programs, preferably in a hospital or residential setting; research and teaching in the area of SPMI; commitment to empirically validated treatment; ability to work within an interdisciplinary context; familiarity with microcomputer-based spreadsheet, graphing, database, statistical and/or word processing programs. **Annual Salary Range:** Assistant Professor: \$40,524-\$59,976; Associate Professor: \$51,264-\$75,888; Full Professor: \$62,376-\$92,340. Actual salary based upon experience and qualifications. **Closing Date:** January 31, 1998 or until position is filled. To apply: Send application letter, three original letters of reference, copies of transcripts, relevant publications and curriculum vita to: AMHD Rehabilitation Director Search Committee, c/o A. Michael Wylie, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, HI 96822. E-mail: wylie@hawaii.edu. *The University of Hawaii is an Affirmative Action/Equal Employment Opportunity Employer. HI2*

ILLINOIS

Faculty Positions. The Department of Psychology at **NORTHERN ILLINOIS UNIVERSITY** anticipates making assistant professor level tenure track appointments for Fall 1998. Requirements include the Ph.D. in Psychology; evidence of scholarly productivity, commensurate with experience; potential to establish and maintain an independent program of research; and evidence of quality teaching experience/potential. Successful candidates will be expected to supervise dissertations and theses, teach graduate and undergraduate courses in one's speciality area, and serve as role models for Ph.D. students in a department that values research, teaching, and practice. We are working toward building a culturally diverse faculty. *Members of underrepresented groups, including women and minorities, are strongly encouraged to apply.* Candidates will be selected from among the following areas: **School Psychology**--Contact Dr. Gregory Waas. Research specialty open. Candidates should be eligible for Illinois certification. This is a NASP approved program and preference will be given to candidates from APA/NASP approved programs. **Clinical**--Contact Dr. Steven Gold. Research specialty open, but some preference will be given to candidates with interests in health or pediatric psychology. **Developmental**--Contact Dr. E.F. Masur. Research specialty in social development and/or an applied developmental area. A letter of application, curriculum vita, at least three letters of recommendation, reprints/preprints, and an official transcript of graduate coursework should be sent to: Above named contact person, Department of Psychology, Northern Illinois University, DeKalb, IL 60115. For full consideration, the above materials should be received by January 1, 1998. *AA/EOE.* **IL1**

The **UNIVERSITY OF ILLINOIS AT CHICAGO** invites applications for the position of Director of the Office of Applied Psychological Services, a university-based mental health clinic, housed in the Department of Psychology, that serves as the primary training vehicle for out APA accredited scientist/practitioner Ph.D. program in clinical psychology. We seek a clinical researcher, licensed or license-eligible, with administrative experience, as well as a record of published scholarship. A program of research that can be conducted in the clinic and serve as a vehicle for clinical training is highly desirable. Candidates must have completed the Ph.D. and an APA approved internship. The appointment will require some graduate level instruction and case supervision as well as overall responsibility for patient care and service delivery, primarily in the context of research-based protocols. To insure full consideration, applicants should send a letter of intent and at least three

FELLOWS PROGRAM

1998

Applications are invited for postdoctoral fellowships at the Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign. The Beckman Institute is a multi- and interdisciplinary research center that focuses on three main research themes: Biological Intelligence, Human-Computer Intelligent Interaction, and Molecular and Electronic Nanostructures.

The Beckman Institute Fellows Program provides an excellent opportunity for young scholars to initiate a post-Ph.D. career of independent research in a stimulating and supportive interdisciplinary environment. The fields of research encompassed by the fellowships program include the behavioral and biological sciences, chemistry, engineering, and physics.

1998 Fellows will be appointed for up to 3 years, beginning as early as June 1998, and no later than December 1998. The stipend is \$40,000/year, plus benefits and a research budget. Selection of Fellows is based on evidence of professional promise, capacity for independent work, outstanding achievement to date, and interdisciplinary research interests corresponding to one or more of the Institute's programs.

<http://www.beckman.uiuc.edu>

Application Procedure:

Application packets should be requested from:
Keven Haggerty, Office of External Affairs and Research
Beckman Institute for Advanced Science and Technology
University of Illinois, 405 North Mathews Avenue, Urbana, IL 61801
Tel: (217) 244-9489; Fax: (217) 333-2922; E-mail: haggerty@uiuc.edu

Deadline:

A postmark no later than Friday, January 9, 1998; Announcement of Fellows on or about April 15, 1998

IL3

BECKMAN INSTITUTE

The Beckman Institute Fellows Program is supported by funding from the Arnold and Mabel Beckman Foundation. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

letters of recommendation by February 10, 1998 to: Laurence Grimm, Chair, OAPS Search Committee, Department of Psychology, University of Illinois at Chicago, 1007 W. Harrison St, Chicago, IL 60607. *UIC is an affirmative action/equal opportunity employer.* **IL2**

Psychology: Social and Personality - Assistant Professor. The Psychology Department at **ILLINOIS WESLEYAN UNIVERSITY** invites applications for a tenure track position beginning August 1998. Doctorate is required. Teaching responsibilities include introductory and advanced undergraduate courses in social and personality psychology as well as introductory psychology and related General Education courses. Other teaching responsibilities may include statistics, research methods, and specialty seminars. Illinois Wesleyan University is a selective liberal arts university. Teaching excellence, scholarly productivity, and the involvement of students in faculty research is expected. The Psychology Department of six faculty and 130 majors is located in the newly completed \$25 million Science Center, which includes state of the art teaching and research facilities. Applicants should submit a letter of application, a Vita, a statement on teaching philosophy, copies of publications, and three letters of recommendation to Doran Franch, Chair of Department of Psychology, Illinois

Wesleyan University, Bloomington, IL 61702. Review of applications will begin on December 15th and continue until the position is filled. *Illinois Wesleyan is an Equal Opportunity Employer; women and minorities are especially encouraged to apply.* **IL4**

NORTHWESTERN UNIVERSITY- The Department of Communication Studies is seeking to fill a tenure track, faculty position with a scholar whose specialization is interpersonal communication, beginning September 1, 1998. Candidates should have a completed Ph.D. Individuals who are assistant professors or beginning associate professors are preferred. Applicants' interests may be in any of the following areas: nonverbal communication, family communication, interpersonal conflict management, and relational discourse. Applicants must have a strong background in quantitative methods of interaction analysis. Please send a letter of interest, vita, and three letters of recommendation: Michael E. Roloff, Chair, Search Committee, Department of Communication Studies, Northwestern University, 1815 Chicago Avenue, Evanston, Illinois 60208-1340. Consideration of applications will begin January 1, 1998 and will continue until the position is filled. *Northwestern University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.* **IL5**

NORTHWESTERN UNIVERSITY- The Department of Communication Studies is seeking to fill a tenure track, faculty position with a scholar whose primary specialization is in small group decision-making, beginning September 1, 1998. Applicants should have a completed Ph.D. Individuals who are assistant professors or beginning associate professors are preferred. Applicants must have a strong background in quantitative methods of interaction analysis and secondary interest in organizational communication. Please send a letter of interest, vita, and three letters of recommendation: Michael E. Roloff, Chair, Search Committee, Department of Communication Studies, Northwestern University, 1815 Chicago Avenue, Evanston, Illinois 60208-1340. Consideration of applicants will begin January 1, 1998 and will continue until the position is filled. *Northwestern University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.* **IL6**

The University of Chicago Graduate School of Business is seeking to hire tenure track faculty with interests in the areas of decision making, negotiations, and organizations, all broadly defined. We will consider both new Ph.D.'s and more experienced candidates with excellent records. We are

looking for candidates with strong disciplinary training in any of the social sciences who can use that disciplinary background to conduct research on aspects of behavior relevant to management in organizations and to introduce MBA students to behavioral science principles. This position is part of the Managerial and Organizational Behavior area, whose members are responsible for teaching courses such as Managing in Organizations, Managerial Decision Making, Power and Politics, and Negotiations. Candidates should be qualified to teach at least one of these courses plus another MBA elective. The group has a well-equipped laboratory for experimental research. Applications should include a vita, one research paper authored by the candidate, and two or three letters of reference. Please have all the materials sent to: Professor Joshua Klayman, M.O.B. Recruiting, Graduate School of Business, University of Chicago, 1101 E. 58th St., Chicago, IL 60637. To guarantee full consideration, all materials must be received by December 1, 1997. *The University of Chicago is an Equal Opportunity/Affirmative-Action Employer. IL7*

EDUCATIONAL PSYCHOLOGY- The Department of Psychology at ILLINOIS STATE UNIVERSITY invites applications for two anticipated tenure-track positions at the Assistant Professor level in a large and diverse department. Both positions begin August 16, 1998. Doctorate or ABD required. Successful applicants will teach educational psychology and related courses. Expertise in **adolescent development or cognition and instruction** is desirable. Applicants should provide evidence of teaching effectiveness, and independent research program and willingness to supervise thesis/dissertation research. Competitive Salary. To assure consideration, send a letter highlighting qualifications, a vita, graduate transcripts, reprints and three letters of recommendation by January 5, 1998 to Dr. Gary Creasey, Chair, Educational Psychology Search Committee, Illinois State University, Department of Psychology, Campus Box 4620, Normal, Illinois 61790-4620, gcreasey@ilstu.edu, (309) 438-8139, Fax (309) 438-5789. *Illinois State is an Equal Opportunity/Affirmative Action university encouraging diversity. IL8*

EXPERIMENTAL/QUANTITATIVE PSYCHOLOGY- The Department of Psychology at Illinois State University invites applications for an anticipated tenure-track position as an Assistant Professor in a large and diverse department. Position begins August 16, 1998. Doctorate or ABD required. The successful applicant will teach statistics/quantitative methods, and experimental and cognitive psychology. Applicants should provide evidence of teaching effectiveness, an independent research program and willingness

to supervise thesis/dissertation research. Competitive salary. To assure consideration, send a letter highlighting qualifications, a vita, graduate transcripts, reprints and three letters of recommendation by January 19, 1998 to Dr. Cynthia Nordstrom, Chair, Experimental/Quantitative Search Committee, Illinois State University, Department of Psychology, Campus Box 4620, Normal, Illinois 61790-4620, crnords@ilstu.edu, (309) 438-7430, Fax (309) 438-5789. *Illinois State is an Equal Opportunity/Affirmative Action university encouraging diversity. IL9*

LEARNING THEORY- The Department of Psychology at ILLINOIS STATE UNIVERSITY invites applications for an anticipated tenure-track position as an Assistant Professor in a large and diverse department beginning August 16, 1998. Doctorate or ABD required. The successful applicant will teach courses in Learning Theory and related areas with an emphasis on application. Applicants should provide evidence of teaching effectiveness, an independent research program and willingness to supervise thesis/dissertation research. Competitive salary. To assure consideration, send a letter highlighting qualifications, a vita, graduate transcripts, reprints and three letters of recommendation by January 19, 1998 to Dr. Macon Williams, Chair, Learning Theory Search Committee, Illinois State University, Department of Psychology, Campus Box 4620, Normal, Illinois 61790-4620, mlwillia@ilstu.edu, (309) 438-7420, Fax (309) 438-5789. *Illinois State is an Equal Opportunity/Affirmative action university encouraging diversity. IL10*

COUNSELING PSYCHOLOGY. The Psychology Department at SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE anticipates a position for an Assistant Professor to assume full-time research and teaching duties beginning Fall, 1998 in an APA-approved Counseling Psychology doctoral program. This is a nine-month tenure-track position with opportunities for summer teaching. Position involves the expectation of an active, independent research program, graduate and undergraduate teaching, graduate advising, and thesis and dissertation research supervision. Candidates should show evidence of a strong commitment to scholarship and be able to work effectively in a scientist-practitioner program with a traditional counseling psychology emphasis on normal human developmental issues. Areas of expertise/specialization are open, however, candidates with interest/experience in vocational psychology, health psychology, occupational health, and/or brief treatment models would be particularly welcome. Specialty area is less important than having a record of scholarly productivity. Doctorate from and APA-accredited Counseling Psychology program and an APA-accredited internship are required.

ABD applicants will be considered if all degree requirements will be met by August 16, 1998. If all requirements for the Ph.D. are not completed by that date, a one-year term appointment will be offered at the rank of instructor. To apply, send cover letter, vita, reprints, teaching evaluations (if available), and have three letters of recommendation sent to the Chair of the Search Committee, Jane L. Swanson, Ph.D., Counseling Program, Department of Psychology, Southern Illinois University, Carbondale, IL 62901-6502. Phone: 618-453-3541; FAX: 618-453-3563; e-mail: swanson@siu.edu. Closing date is December 8, 1997 or until an acceptable candidate is found. *Southern Illinois University is an Equal Opportunity/Affirmative Action Employer. IL11*

HUMAN BIO/COGNITIVE/LEARNING PSYCHOLOGY. The Psychology Department of SOUTHERN ILLINOIS UNIVERSITY invites applications for a tenure-track position from individuals with research and teaching interests in the general area of human cognition/learning. Although the specific area of specialization is open, we are especially interested in candidates with expertise in cognitive neuroscience. In addition to teaching courses in the specialty area, this individual will be expected to share responsibilities for teaching basic graduate and undergraduate courses in learning and cognition. Applicants must have demonstrated potential for excellence in research and teaching, and are expected to develop an active, externally funded research program. This is a tenure-track position at the Assistant Professor level to begin August 16, 1998. Applicants are expected to have completed all requirements for the Ph.D. in Psychology by that date. If not, a one-year term appointment will be offered at the rank of instructor. Applicants should send a cover letter with an explicit statement of research and teaching interests, a current curriculum vita, relevant reprints/preprints, and have three recommenders send letters of evaluation to Dr. Robert Radtke, Department of Psychology, Southern Illinois University, Carbondale, IL 62901-6502 Review of applications will begin December 15, 1997, but applications will be accepted until the position is filled. *Southern Illinois University is an Equal Opportunity/Affirmative Action Employer. IL12*

Industrial/Organizational Psychology at ILLINOIS INSTITUTE OF TECHNOLOGY. Applications are invited for a tenure-track assistant professor position for Fall 1998. We are seeking strong candidates with a Ph.D. in Industrial and Organizational Psychology, preferably with an emphasis on organizational psychology. Candidates are expected to have completed a Ph.D. before the beginning of the appointment. They should be able to: 1) conduct programmatic research, 2) teach

graduate and undergraduate level courses, 3) supervise both M.S. and Ph.D. level research, 4) supplement the current faculty's research interests, and 5) demonstrate strong quantitative skills. We would prefer candidates to be able to teach one or more of the following courses at the graduate level: training, organizational development, organizational attitudes/climate, and motivation. We are a dynamic and diverse, team oriented I/O program, which currently includes 4 full-time I/O faculty. We are housed with the Institute of Psychology, which offers graduate training in I/O, Clinical, and Rehabilitation Psychology. Graduate training in our program follows a scientist/practitioner model and stresses a balance of Industrial and Organizational topics. The position provides opportunities for consulting and applied research through the Institute's close affiliations with Chicago-area organizations and through involvement in the Institute's Center for Research and Service. Applicants should send a letter of application, vita, three letters of recommendation, and selected publications to: Sylvia Roch, I/O Search Committee, Institute of Psychology, Illinois Institute of Technology, Chicago, IL 60616, E-Mail: sroch@charlie.cns.iit.edu. Review of applicant will begin Jan. 1 and continue until the position is filled. *IIT is an Equal Opportunity/Affirmative Action Employer, M/F/H/V. IL13*

THE UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS, is seeking to hire tenure track faculty with interest in the areas of decision making, negotiations, and organizations, all broadly defined. We will consider both new Ph.D.'s and more experienced candidates with excellent records. We are looking for candidates with strong disciplinary training in any of the social sciences who can use the disciplinary background to conduct research on aspects of behavior relevant to management in organizations and to introduce MBA students to behavioral science principles. This position is part of the Managerial and Organizational Behavior area, whose members are responsible for teaching courses such as Managing in Organizations, Managerial Decision Making, Power and Politics, and Negotiations. Candidates should be qualified to teach at least one of these courses plus another MBA elective. The group has a well-equipped laboratory for experimental research. Applications should include a vita, one research paper authored by the candidate, and two or three letters of reference. Please have all the materials sent to: Professor Joshua Klayman, M.O.B. recruiting, Graduate School of Business, University of Chicago, 1101 E. 58th St., Chicago, IL 60637. To guarantee full consideration, all materials must be received by **December 1, 1997.** *The University of Chicago is an Equal Opportunity/Affirmative-Action Employer. IL14*

INDIANA

PURDUE UNIVERSITY, DEPARTMENT OF PSYCHOLOGICAL SCIENCES, invites applications for a tenure-track position in Quantitative Psychology. Preference will be given to applicants at the Associate Professor level, but advanced or beginning Assistant Professors with strong credentials will be considered. Candidates with teaching and research interests in any area of Quantitative Psychology will be considered. Candidates must have a Ph.D. degree and be pursuing an energetic program of teaching, research and publication in Quantitative Psychology. Responsibilities will include teaching undergraduate and graduate courses (two per semester) and directing graduate student research. Salary, benefits, and facilities are highly competitive. Curriculum vitae and at least three letters of recommendation should be sent to Professor Richard Schweickert, Department of Psychological Sciences, Purdue University, West Lafayette, IN 47907-1364. Letters of recommendation should address teaching strengths and research expertise. Review of applications will begin on November 15, 1997, but applications will be accepted until the position is filled. *Women and minorities are especially encouraged to apply. Equal Opportunity/Affirmative Action Employer.* IN1

The Psychology Department at **INDIANA UNIVERSITY - BLOOMINGTON** is seeking applicants for a tenure-track appointment at the level of Assistant Professor in Clinical Psychology for the Fall of 1998. The area of research is open. The appointment is contingent on budgetary authorization. Applications must be received by January 15th to be assured of consideration. Submit curriculum vita, (p)reprints, a description of current research interests and future directions, and arrange for three letters of reference to be forwarded to Professor Joseph Steinmetz, Chairperson, Department of Psychology, Indiana University, Bloomington, IN 47405. For information on the Department of Psychology please refer to our web site at <http://www.indiana.edu/~psych>. Applications from women and minority members are specifically encouraged. *Indiana University is an Affirmative Action / Equal Opportunity Employer.* IN2

Assistant Professor of Psychology. INDIANA UNIVERSITY KOKOMO is seeking a social or personality psychologist for a tenure-track position in its Department of Social and Behavioral Sciences beginning August 1998. Responsibilities include: teaching general psychology, social psychology, personality, a senior seminar in one's specialty area, and two or more of the following: statistics, principles of mental health, child and adolescent psychology, or research methods; maintaining an active, productive research program which can in-

volve undergraduate students; and contributing to university service, including student advisement. An earned Ph.D. with a speciality in social or personality psychology is preferred, but ABD candidates in those areas will be considered. The successful candidate will demonstrate commitment to excellence in undergraduate education (including general education), be able and willing to contribute to the ongoing assessment of the psychology major, and demonstrate a commitment to collaboration with other members of the department. Experience with new teaching technologies is highly desirable. We encourage applications from candidates who can integrate ethnic minority content and issues into their teaching or research. Salary is competitive and fringe benefits are excellent. Indiana University Kokomo, one of eight Indiana University campuses, is a commuter campus with 3000 students located 50 miles north of Indianapolis. IUK offers a small campus atmosphere while maintaining access to the extensive library and computer facilities of the main campus (IU Bloomington) and opportunities for research and teaching collaboration across the IU system. Teaching load is normally three courses per semester. Send a letter of application outlining specific teaching and research interests, CV, three letters of reference, graduate transcripts, and (if available) evidence of teaching effectiveness, by December 15, 1997 to Sharon K. Calhoun, Ph.D., Chair, Psychology Search Committee, Indiana University Kokomo, 2300 S Washington St., PO Box 9003, Kokomo, IN 46904-9003. *Indiana University Kokomo maintains a vigorous affirmative action program and encourages applications from members of minority groups.* IN3

THE MARY MARGARET WALTHER PROGRAM OF THE WALTHER CANCER INSTITUTE, INDIANAPOLIS, IN COLLABORATION WITH THE INDIANA UNIVERSITY SCHOOL OF NURSING is offering a two-year postdoctoral research fellowship. Starting date is July 1, 1998. Postdoctoral fellowship requires completion of the doctoral degree, a strong research background and interest in cancer control efforts. Local settings include the Indiana University Medical Center with strong clinical and research based cancer programs for both pediatrics and adults as well as a strong community network for cancer education and prevention. Competitive stipend and research funding available. Applications will be accepted until February 1, 1998. For application materials and/or information, please contact June Foster, MS, program Coordinator/Projects Manager, at (317) 274-7563, or write to Mary Margaret Walther Program, 1111 Middle Drive, Room 340J, Indiana University School of Nursing, Indianapolis, IN 46202-5107, or e-mail to jfoster@wpo.iupui.edu. IN4

INDIANA UNIVERSITY, NIH-FUNDED PREDOCTORAL AND POSTDOCTORAL FELLOWSHIPS FOR MULTIDISCIPLINARY TRAINING IN DEVELOPMENTAL PROCESSES. For training in the Developmental Processes. For training in the integrative study of processes of change in infancy and childhood. Faculty in psychology, speech & hearing sciences and kinesiology bring theoretical innovation and technical sophistication in diverse areas, including perception, action, affect, language, speech, neuroscience and cognition, and do research in typical & atypical populations. Appointments for 1 year, renewable a second year. Candidates must be a US Citizen, non-citizen, national or possess a permanent resident visa. Send a vita, letter describing research and training interests, publications, and three letters of recommendation to: Developmental Training, Department of Psychology, Indiana University, Bloomington, IN 47405. Call 812-855-5590 or e-mail DEVPROG@INDIANA.EDU, for further information. Open until positions are filled. *Women and minorities are especially encouraged to apply. Indiana University is an EEO/AA Employer.* IN5

CLINICAL PSYCHOLOGY: The eight-member department of psychology at **DEPAUW UNIVERSITY** announces a tenure-track position beginning in August 1998. The ideal applicant should have a specialization in clinical psychology, a broad background in other areas of psychology, and teaching experience. The position requires teaching 5 courses per year, participation in a senior seminar, and sponsorship of senior theses. Faculty also participate in a 1-month Winter Term every other year. Specifically, this position requires teaching Introductory Psychology, Abnormal Psychology, Psychotherapy, Research Methods and/or Statistics. Applicants may also have the opportunity to teach other courses in their specialty area. A Ph.D. (we will also consider A.B.D. Doctoral candidates) in clinical psychology from an APA accredited program is required. Applications completed before January 15 will receive fullest consideration. DePauw University is a liberal arts institution with approximately 2,100 students. Send application letter, vita, 3 letters of reference, and any other supporting materials to Dr. Kevin E. Moore, Chair, Departments of Psychology, DePauw University, Greencastle, IN 46135. *DePauw University is an equal opportunity/affirmative action employer, and encourages applications from minorities and women.* IN6

PHYSIOLOGICAL PSYCHOLOGY: The eight-member department of psychology at **DEPAUW UNIVERSITY** announces a tenure-track position beginning in August 1998. The position is in physiological psychology, broadly defined, and requires teaching 5

courses per year, participation in a senior seminar, and sponsorship of senior theses. Faculty also participate in a 1-month Winter Term every other year. Specifically, the position requires teaching in Introductory Psychology, Physiological Psychology, Brain and Behavior, Research Methods and/or Statistics. Applicants may also have the opportunity to teach other courses in their specialty area. A Ph.D. is preferred, but we will consider applications from A.B.D. doctoral candidates. Applications completed before January 15 will receive fullest consideration. DePauw University is a liberal arts institution with approximately 2,100 students. Send application letter, vita, 3 letters of reference, and any other supporting materials to Dr. Kevin E. Moore, Chair, Department of Psychology, DePauw University, Greencastle, IN 46135. *DePauw University is an equal opportunity/affirmative action employer, and we encourage applications from minorities and women.* IN7

Postdoctoral Fellowship available in a multidisciplinary research group to study the involvement of opioid peptides in mediating the actions of alcohol. Candidates need to be U.S. citizens or permanent residents and should have recently earned their Ph.D. degree with training in one of the basic medical sciences. Research background in a neuroscience area preferred. Stipend is in accord with NIH guidelines (\$20,000 - \$32,000 depending on experience). Send application letter, CV, and the names of three references to Dr. J.C. Froehlich, **INDIANA UNIVERSITY SCHOOL OF MEDICINE**, Department of Medicine, Emerson Hall 421, 545 Barnhill Drive, Indianapolis, Indiana 46202-5124. Telephone: 317-274-1347. E-mail: jfroehli@mdep.iupui.edu. *Indiana University is a Equal Opportunity/Affirmative Action employer.* IN8

IOWA

Faculty Position: The Departments of Psychology and Statistics at **IOWA STATE UNIVERSITY** have an opening for a joint appointment at the Assistant Professor (tenure track) or an Associate Professor (with tenure) level. The successful candidate must have a PhD in psychology or statistics (including biostatistics or related fields) and equivalent of at least an MS in the other discipline at the time of appointment. Applicants must show promise for developing programmatic research in psychometrics or statistical methods for psychology. This position requires teaching graduate psychology and statistics courses, and providing statistical consultation for faculty and graduate students. It offers a reduced teaching load and competitive salary. Preference may be given to those with additional research interests in individual differences in human behavior. Applicants should send a letter of

application summarizing research interests and qualification, current vita, (p)reprints, graduate transcripts, and three letters of recommendation to: David Lubinski, Department of Psychology, Iowa State University, Ames, IA 50011-3180. Although we will begin reviewing applications on 10 December 1997, applications will continue to be processed until the position is filled. *ISU is an Equal Opportunity Employer. IA1*

Assistant Professor tenure track position, GRINNELL COLLEGE beginning August 1998. Requirements: Ph.D. in experimental psychology, with particular expertise in behavioral neuroscience. Teaching load is 5 courses per year, including courses in physiological psychology and perception, participation in a team-taught introductory course and a team-taught experimental design seminar, one section of a college wide introductory statistics course (not every year), and courses pertaining to the candidate's interests and expertise. The successful candidate will be expected to establish a rigorous research program involving undergraduates. Opportunities exist to contribute to a developing interdisciplinary curriculum in neuroscience. Grinnell College is a selective undergraduate liberal arts college, dedicated to teaching excellence, with an enrollment of 1250, located in central Iowa. The psychology department consists of 5 full-time faculty plus a technician and a preschool teacher, with about 50 majors annually. The psychology curriculum includes a broad range of courses that presents psychology as an empirical science. In their letters of application, candidates should address their interest in undergraduate teaching in a liberal arts environment. To be assured of consideration, please send vita, graduate transcript, three letters of recommendation, and reprints by December 1, 1997 to Janet M. Gibson, Chair, Department of Psychology, Grinnell College, Grinnell, IA 50112. (515) 269-3168. *Grinnell College, an affirmative action employer, encourages applications from women and persons of color, and considers applications without regard to gender, race, color, creed, age, national or ethnic origin, disability, or sexual orientation. IA2*

THREE TENURE-TRACK FACULTY POSITIONS: The Department of Psychology at **IOWA STATE UNIVERSITY** invites applications for the following tenure-track positions: (1) **Assistant Professor in Individual Differences**, with preference given to applicants with expertise in behavioral genetics, (2) **Assistant Professor in Cognitive Psychology** with a research emphasis in human judgment and decision making, reasoning, or problem solving, and (3) **Assistant or Associate Professor in Counseling Psychology** (APA accredited program), with preference given to graduates of APA accredited coun-

seling psychology programs with expertise in vocational psychology. Successful candidates for all three positions will have an established record of refereed publications and evidence of teaching potential. A research-friendly teaching load involving both graduate and undergraduate instruction, excellent research facilities at a Research 1 university, and a university-town setting combine to create an outstanding situation for a productive career. **Review of applications will begin January 5, 1998, and continue until the positions are filled.** Applicants should send a cover letter describing research and teaching interests, current vita, relevant (p)reprints, evidence of teaching effectiveness, and three letters of recommendation to Search Committee (specify position), Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3180. *Women and minorities are encouraged to apply. Iowa State University is an Equal Opportunity Employer.* [<http://psych-server.iastate.edu/>] **IA3**

KANSAS

ASSISTANT PROFESSOR IN EXPERIMENTAL COGNITIVE PSYCHOLOGY, UNIVERSITY OF KANSAS. The Department of Psychology seeks applications for a tenure track, nine month appointment to begin August 18, 1998 in the area of cognitive neuropsychology, contingent upon final budgetary approval. Preferred candidates would have special research interests employing electrophysiological techniques (e.g. ERPs, eye-tracking, neural imaging) in one or more of the following areas: perception, attention, memory, language, problem solving, or cognitive aging. Skills in computational and neural network modeling within the above specialty areas would be encouraged. The required qualifications for appointment are a PhD degree in psychology (or completion of requirements prior to effective date of appointment) and evidence of high quality research and teaching. post-doctoral experience is desirable; and salary will be commensurate with experience. The position requires teaching graduate and undergraduate courses on brain and behavior, supervision of graduate and undergraduate research, as well as the development of strong programmatic research providing the basis for extramural funding. Send curriculum vitae, graduate transcripts, three letters of reference, statement of research and teaching interests, and representative reprints/preprints to Greg Simpson, Chair, Search Committee, Department of Psychology, University of Kansas, Lawrence, Kansas 66045-2462. Initial review of applications will begin on January 9, 1998 and will continue until the position is filled. *Women and minorities are especially encouraged to apply. The University is an EO/AA employer. KS1*

PHYSIOLOGICAL PSYCHOLOGIST: Assistant Professor (non-tenure track - 5 year maximum) for Fall, 1998 at **FORT HAYS STATE UNIVERSITY**. Minimum Qualifications: Doctorate preferred, ABD considered. Position will focus on the biological bases of behavior (physiological, neuropsychological, animal) within both the undergraduate and graduate program. Courses to be taught include General Psychology, Physiological Psychology and Physiological Lab, Experimental Psychology Lab, Ethology, Drugs and Behavior, and other courses that reflect the needs of the department and interests of the applicant. Faculty are expected to establish and maintain a program of scholarly/creative activity. The Department of Psychology consists of 9 Ph.D. psychologists and offers graduate degrees in clinical, school, and general psychology. The department will be moving to a newly remodeled building that includes a small animal facility in Fall, 1998. Procedure: Send a letter of application; vita; names, addresses, and telephone numbers of three references; samples of scholarly work; and summaries of teaching ratings to Robert P. Markley, Ph.D., Search Committee Chair, Department of Psychology, Fort Hays State University, Hays, Kansas 67601-4099. (785-628-5855; psrm@fhsuvm.fhsu.edu). Deadline: Applications should be received by January 5, 1998 to be given full consideration, but applications will be accepted until the position is filled. *Fort Hays State University is an AA/EOE. Women, minorities, the disabled, and veterans are encouraged to apply. KS2*

The Psychology Department at **WICHITA STATE UNIVERSITY** seeks qualified individuals to fill two tenure eligible assistant professor positions in Human Factors Psychology, pending funding. We offer the PhD in Human Factors and Community-Clinical Psychology. Applicants must have a PhD in Psychology. Formal training in human factors psychology is preferred and applied experience is desirable. Also desirable is research experience and interest in one or more of the following areas: human-computer interaction, aging, safety, aviation, medical systems and rehabilitation, training methodology or related areas. This position requires active research and publication, the ability to interact collegially, a commitment to attracting external funding, and a strong commitment to teaching. Teaching requirements may include both graduate and undergraduate courses in human factors and other experimental areas. Wichita State University is located in the state's largest city and major industrial metropolitan area with a population of approximately a half a million. Salary is competitive. Application deadline is November 15, 1997, or the 15th of the month thereafter until the position is filled. Send a letter of application, resume, and three letters of recom-

mendation to Dr. Charles Burdall, Chair, Psychology Department, Wichita State University, 1845 N. Fairmount, Wichita, KS 67260-0034 AA/EOE. **KS3**

KENTUCKY

ASSISTANT PROFESSORS, CLINICAL PSYCHOLOGY: The Psychology Department at **MURRAY STATE UNIVERSITY** invites applications for two tenure track, entry level faculty positions beginning in August of 1998. The PhD in Clinical Psychology from an APA accredited program and eligibility for Kentucky state license in clinical are required (by August 1998) for both positions. Applicants must demonstrate excellence in classroom teaching, and are expected to share MSU's nationally recognized commitment to a high-quality undergraduate program. Preference will be given to applicants with cognitive-behavioral/social learning orientations and at least one position will be filled by a specialist in adult psychopathology. Teaching responsibilities (across the two positions) will be at both the graduate and undergraduate levels and will include undergraduate courses in Drugs, Alcohol and Behavior, Abnormal; Personality; Forensic Psychology; and General Psychology. At the graduate level (a CAMPP master's-level clinical program) our teaching needs will be in clinical measurement and evaluation and in individual and group psychotherapy. The establishment of active research program and the supervision of student research, master's theses, and clinical practicum will be expected. The application deadline is January 15, 1998. Send a letter of application with vita, transcripts, reprints, teaching evaluations, a statement of research interests, and three letters of reference to Clinical Psychology Search Committee, Department of Psychology, Murray State University, Murray, KY 42071. *MSU is an equal education and employment opportunity, M/F/D, AA employer. KY1*

BEREA COLLEGE. New tenure track position in Cognitive Psychology beginning in Fall, 1998. Appointment is expected at the assistant professor rank; Ph.D. is required, teaching experience is desirable. Teaching responsibilities include general, cognitive w/ lab, a research course, and history and systems. Other responsibilities include developing a cognitive laboratory in our newly renovated laboratory complex, engaging in faculty/student research projects and some eventual participation in our General Education program. Commitment to superior teaching and to the purposes of the College is essential. Applicants should submit a letter of application, a complete curriculum vitae, undergraduate and graduate transcripts, and three letters of recommendation by January 15, 1998 to

Professor John White, Chairperson, Department of Psychology, CPO 2331, Berea, KY 40404. *In keeping with the College's inclusive Christian tradition and its emphasis on the dignity and worth of all people, Berea embraces and values diversity through encouragement of applications from women and members of minority groups.* KY2

LOUISIANA

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF NEW ORLEANS invites applications for a tenure track position at the assistant professor level. The department has a doctoral program with two areas of socialization: Applied Developmental psychology and Applied Biopsychology. The department will consider applicants from both of these areas. Responsibilities include teaching two courses per semester, development of an active research program, and supervision of graduate students. Qualifications include a PhD and a record of scholarship and publication. The University of New Orleans is an urban university with 16,000 students located on the shores of Lake Pontchartrain. Consideration of candidates will begin immediately and continue until the position is filled. Send letter of application, curriculum vitae, and three letters of recommendation to Dr. Bruce King, Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. *UNO is an equal opportunity/affirmative action employer.* LA1

SOUTHEASTERN LOUISIANA UNIVERSITY: The Department of Psychology invited applications for two tenure-track Assistant Professors positions beginning August 1998. Candidates for both positions should have a Ph.D. degree (ABD considered) and show a strong commitment to excellence in teaching and scholarship. Candidates for the first position should have a strong **QUANTITATIVE** orientation—area of specialization is open. Teaches undergraduate statistics courses, shares responsibility for teaching graduate statistics courses, teaches other general courses and/or those relevant to area of specialization, and supervises undergraduate and graduate research. The second position is in **INDUSTRIAL/ORGANIZATIONAL** psychology. Responsibilities include teaching industrial/organizational and other undergraduate and graduate courses, directing practica, and supervising undergraduate and graduate research. Review of applications for both positions begins February 1, 1998. Interested applicants should send a letter of interest, current curriculum vitae, three letters of recommendation, teaching evaluations (if applicable), undergraduate and graduate transcripts, and other supporting materials. Application packets for the Quantitative position should be sent to the attention of Susan B. Netemeyer, Chair, Quantitative Search Committee;

packets for the Industrial/Organizational position should be sent to the attention of Heather Holmes-Lonergan, Chair, I/O Search Committee. Packets should be sent to the Chair at: Southeastern Louisiana University, Department of Psychology, SLU 831, 500 Western Avenue, Hammond, LA 70402. Southeastern Louisiana University is a dynamic and fast-growing university located approximately equidistant between New Orleans and Baton Rouge. *SLU is an AA/ADA/EEO employer. Women and minority candidates are encouraged to apply.* LA2

Psychology at the UNIVERSITY OF SOUTHWESTERN LOUISIANA announces an opening for a tenure-track Assistant Professor to start Fall 1998. We seek applicants with an earned doctorate in Cognitive Psychology or a closely related field who have demonstrated potential for excellence in research that would contribute to new interdisciplinary Cognitive Science program specializing in areas of comparative Cognition, Cognitive Processes, and Language and Thought. Salary is competitive, and will depend on experience and qualifications. Screening of applications will commence January 10. Please send application materials (vita, transcripts, 3 letters of recommendation, copies of sample Publications/preprints/grant applications) to Claude G. Cech, Head, Cognitive Psychology Search Committee, Department of Psychology, Girard Hall P.O. Box 43131, The University of Southwestern Louisiana, Lafayette, LA, 70504-3131. E-mail inquiries may be sent to cech@usl.edu. *USL is an Equal Opportunity/Affirmative Action Employer.* LA3

MAINE

ASSOCIATE FOR FULL PROFESSOR OF COGNITIVE PSYCHOLOGY/CHAIR OF THE DEPARTMENT: BOWDOIN COLLEGE. The Department of Psychology invites applicants and nominees for a senior (Associate or Full Professor) position in cognitive psychology. The Department seeks candidates with a strong, productive research program in cognitive psychology, a record of publication that merits appointment at a tenured rank, and an established record of distinguished teaching. This individual will serve as Chair of the Department for at least one three-year term, and thus should be able to demonstrate a capacity for leadership. As Chair, the appointed individual will oversee recruitment for faculty positions expected to occur because of retirements, contribute to the development of the curriculum, and help plan for renovated space to meet Department teaching and research needs. More information about BOWDOIN COLLEGE and the Department is available at the College's website (www.bowdoin.edu). To apply, send a cover letter describing research and teaching interests and past leadership experi-

ences, curriculum vitae, the names of three or more references, and copies of recent publications to: Suzanne B. Lovett, Chair of the Cognitive Search Committee, Department of Psychology, 6900 College Station, BOWDOIN COLLEGE, Brunswick, ME 04011-8469. For additional information or to submit nominations contact Suzanne Lovett via e-mail at slovett@polar.bowdoin.edu or phone at 207-725-3153. Review of candidates will begin October 15, 1997. Applications will be accepted until the position is filled. *BOWDOIN COLLEGE is committed to Equal Opportunity through Affirmative Action. Minorities and women are encouraged to apply.* ME1

PHYSIOLOGICAL PSYCHOLOGIST, BOWDOIN COLLEGE seeks applicants for an entry-level, one-year position at the rank of Assistant Professor or Instructor, beginning Fall 1998; Ph.D. preferred, ABD considered. Responsibilities include teaching four courses over the year, and supervision of independent studies. Courses include Introduction to Psychology, Physiological Psychology, Sensation and Perception with laboratory, and a course that will contribute to the College's Neuroscience Program, which is jointly administered by the Psychology and Biology Departments. Bowdoin is a highly selective undergraduate liberal arts college, located about two hours north of Boston on the Maine coast. We offer modern facilities and strong major and honors programs. Visit www.bowdoin.edu to learn more about the college. To apply send cover letter, vita, evidence of promise of excellence in both teaching and research, and at least three letters of reference to Paul Schaffner, Chair, Department of Psychology, 6900 College Station, Brunswick, ME 04011-8469. Review of applications will begin January 26. *Bowdoin College is committed to equal opportunity through affirmative action. Minorities and women are encouraged to apply.* ME2

MARYLAND

The Department of Psychiatry at the **UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES** is seeking to fill as tenure track research and teaching position (assistant/associate professor). The Department is comprised of twenty full-time faculty and seeks an individual with research interests to complement ongoing neuroscience research in: neurobiology of stress, anxiety (particularly acute stress responses, PTSD and dissociation); psychiatric responses to traumatic events; neurochemical and behavioral correlates of drugs and drug abuse; psychoimmunology. Individuals who hold MD or PhD degrees and have active research interests that complement or expand upon the above areas are invited to apply. Send curriculum vitae, description

of current and anticipated research interests and three references to: Uniformed Services University of the Health Sciences, ATTN: Harry C. Holloway, MD, Department of Psychiatry, 4301 Jones Bridge Road, Bethesda, Maryland 20814-4799. *The University is an affirmative action/ equal opportunity employer.* MD1

ASSISTANT PROFESSOR OF SOCIAL PSYCHOLOGY: ST. MARY'S COLLEGE OF MARYLAND, a public honors college in St. Mary's City, Maryland, seeks an experimental social psychologist to teach within an eleven-member program, beginning August 1998. Tenure track position. Teaching will include courses in social psychology, statistics, and research methods, as well as introduction to psychology, and in specialty areas. Teaching load is 3 courses per semester, with supervision of senior projects counting toward that load. Applicants will be expected to actively involve students in research. The psychology major is among the strongest and most popular at the College. A non-denominational college for the liberal arts, St. Mary's is located an hour and a half southeast of Washington, DC. Its student body is coeducational and numbers approximately 1600. **Review of applications will begin January 15, 1998, and will continue until the position is filled.** Candidates should send a cover letter describing their teaching interests, a vita, evidence of teaching effectiveness, and letters of recommendation to: David Finkelman, Chair, Department of Psychology, St. Mary's College of Maryland, St. Mary's City, MD 20686. *St. Mary's College of Maryland is an Equal Opportunity/Affirmative Action Employer.* MD2

THE NATIONAL INSTITUTE OF MENTAL HEALTH INTRAMURAL PROGRAM is pleased to announce the availability of **Intramural Research Training Awards** in honor of Seymour S. Kety, M.D., first scientific Director of the NIMH Division of Intramural Research (1951-1956). Applications are invited from U.S. citizens or permanent residents with a M.D. and/or Ph.D. degree with less than five years of postdoctoral experience. Awards will be made for up to three years and will provide the opportunity to work in any of the Program's 22 Clinical Branches and Basic Research Laboratories located on the 306 acre NIH Campus in Bethesda, MD. The program conducts a broad array of research activities that range from clinical investigation into the diagnosis, treatment and prevention of mental illness to the basic neuroscience investigation at the systems, cellular and molecular levels (for description, see <http://intramural.nimh.nih.gov>). Deadline for applications is January 15th. To apply submit a cover letter expressing research interests, a curriculum vitae, and two letters of recommendation to: Barry B. Kaplan, Ph.D.,

Director of Fellowship Training, National Institute of Mental Health, NIH Clinical Center, Room 4N-222, 10 Center Drive, Bethesda, MD 20892-1381. Phone (301) 496-4183; E-mail: kaplanb@irp.nimh.nih.gov. *The NIH is an Equal Opportunity/Affirmative Action Employer.* MD3

Assistant Professor in Clinical Psychology (Clinical/Child or Clinical/Developmental preferred), WASHINGTON COLLEGE: The Psychology Department seeks applications for an entry-level tenure-track appointment, to begin August 1998. Preferred candidates will have completed the Ph.D. degree (by 8-98) and provide evidence of a strong commitment to teaching and research. In addition to general knowledge of applied psychology, expertise in one or more of the following areas would be desirable: LD, ADHD, Clinical neuropsychology, child/adolescent assessment. The successful candidate will take a leadership role in the department not only in teaching and in program development, but also in stimulating clinical and research interaction with undergraduates. Washington College is a select, small liberal arts institution located on the Eastern Shore of Maryland near the Chesapeake Bay; Washington, DC, Baltimore, and Philadelphia are 90 minutes away. [http://www.washcoll.edu]. Submit letter of interest, resume, graduate transcript, and three letters of professional recommendation to: Dr. George Spilich, Department of Psychology, Washington College, 300 Washington Ave., Chestertown, MD 21620-1197. *Washington College is actively seeking to diversify its faculty and is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.* Review of the applications will begin on January 15, 1998 and continue until the position is filled. MD4

Postdoctoral Research Fellowships—JOHNS HOPKINS SUBSTANCE ABUSE RESEARCH. Postdoctoral human research positions available in a stimulating and productive environment with excellent clinical and research resources. **Human Laboratory Behavioral Pharmacology.** Design and implement controlled laboratory research on the behavioral, subjective, and physiological effects of psychoactive drugs for abuse liability testing and medications development. Drug classes under study include: opioids, cocaine, anxiolytics, caffeine, nicotine. Research background and experience required. **Applied Research in Behavioral Treatment of Substance Abuse.** Develop and evaluate treatment interventions for opioid and cocaine abusers and cigarette smokers. Sites include methadone, outpatient and smoking cessation clinics. Minorities encouraged. USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 stipend levels

based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, PhD, Roland R. Griffiths, PhD, or Maxine L. Stitzer, PhD; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035. MD5

MASSACHUSETTS

The Department of Psychology, **NORTHEASTERN UNIVERSITY**, announces a tenure-track opening at the assistant professor level in the area of cognitive psychology. The candidate should have a Ph.D. in psychology, cognitive science, or a related field. We will be considering applicants in all areas of cognitive psychology. The successful candidate will be expected to teach undergraduate and graduate courses, and to conduct an independent research program. Minority candidates are especially encouraged to apply. Send a cover letter, curriculum vitae, selected preprints/reprints, and at least three letters of recommendation by December 1, 1997, to: Cognitive Search Committee, Department of Psychology, 125 NI, Northeastern University, Boston, MA 02115. *Northeastern University is an Affirmative Action/Equal Opportunity Employer.* MA1

NATIONAL CENTER FOR PTSD AT BOSTON, CLINICAL RESEARCH PSYCHOLOGIST. The Behavioral Science Division of the National Center for PTSD has a new opening for a psychologist with research and clinical interests in the area of post-traumatic stress disorder. The National Center is a 7-site consortium funded by the Department of Veterans Affairs to conduct research on PTSD, and to provide education about the disorder and its treatment. The Behavioral Science Division is located in the Boston VA Medical Center and currently has a staff of 22, including 10 Ph.D. psychologists and 4 post-doctoral fellows who are part of an NIMH-funded training program. The Division has a congenial and energetic staff, supported by extensive resources for research, educational, and clinical activities. *The primary focus of National Center activities is combat-related trauma, but candidates who have experience with and interest in other trauma populations will be favorably considered.* Candidates with other specialties (e.g., behavioral medicine, gerontology, personality, lifespan development) who have interest in applying their expertise to the area of traumatic stress are welcomed. Requirements for the positions are a Ph.D. and clinical internship from APA-accredited programs, demonstrated research skills, eligibility for professional licensure in Massachusetts, and capability for supervising interns who are supported by an APA-accredited program in Psychology. The successful candidate can expect an academic appointment with Boston University School of Medi-

cine at a level commensurate with experience. Send a curriculum vitae with accompanying reprints-preprints, a letter stating professional interests and plans, and three letters of recommendation to Terence M. Keane, Ph.D., National Center for PTSD (116B-2), Boston VA Medical Center, 150 South Huntington Ave., Boston, MA 02130-4893. **Applications will be accepted until all available positions are filled, but submission of materials before February 15, 1998 is recommended.** *The Department of Veterans Affairs is an Equal Opportunity Employer.* MA2

Assistant Professor-Developmental Psychology. The Department of Psychology at **ASSUMPTION COLLEGE** invites applications for a tenure-track faculty position in Developmental Psychology at the Assistant Professor level, beginning August 1998. Teaching duties will include courses on infancy and childhood, and possibly adolescence, general psychology, as well as supervision of student research. Applicants should have a doctoral degree by the time of the appointment and provide evidence of their teaching effectiveness and scholarship. Successful candidates must understand and support the Catholic liberal arts mission of the College. *Women and Minority candidates are encouraged to apply.* Send letter of interest, curriculum vitae, evidence of teaching effectiveness and research interests, graduate transcripts, and three letters of reference by December 15, 1997 to: Arlene C. Vadum, Chair, Search Committee, Dept. of Psychology, Assumption College, 500 Salisbury St, Worcester, MA 01615-0005. *EOE.* MA3

BOSTON COLLEGE announces two tenured or tenure track faculty positions (rank open) to join its APA-accredited **Counseling Psychology** program. We are seeking faculty who espouse a scientist-practitioner model and who bring a life-span developmental perspective to their research and clinical activities. Although research areas are open, candidates who have research and teaching interests in group counseling, career development (especially school-to-work issues), and primary prevention interventions will be especially competitive. Our programs prepare doctoral students for research, teaching, and clinical roles in university and applied settings (e.g., schools, hospitals, homeless shelters, community mental health centers, university counseling centers), and master's-level students for work in school and community settings as school counselors and mental health counselors. Applicants should possess a scholarly interest in the public practice of psychology, in working with diverse populations, and in strengthening the psychological well-being of children, families, and communities, especially in urban areas. In addition, applicants should be licensed or license-eligible in the Commonwealth of Massachusetts

and should have an established record of scholarly publications and grant acquisition. Applicants are especially encouraged from persons who would enhance the diversity among the faculty. Nominations or applications should be submitted to James R. Mahalik, Ph.D., Chair of Search Committee, School of Education, Boston College, Campion Hall 309, Chestnut Hill, MA 02167. Applicants should send a letter of interest, curriculum vitae, three letters of recommendation, and three samples of scholarly writing that best represents their scholarship. Deadline for applications is January 15, 1998. *Boston College is an Equal Opportunity/Affirmative Action employer.* MA5

Assistant Professor of Cognitive Development. HAMPSHIRE COLLEGE, an independent, innovative liberal arts institution and member of the Five College Consortium, is accepting applications for an Assistant Professor of Cognitive Development in our Cognitive Science Program. Candidates should have expertise in cognitive development or language development. The Cognitive Science Program is an interdisciplinary group of faculty members in psychology, linguistics, computer science, philosophy, neuroscience, and comparative cognition. Candidates should have interests in teaching, research, and collaboration with people from other disciplines. Position begins July 1, 1998. We offer a competitive salary and comprehensive benefit program. Review of applications begins January 1, 1998. Send a vita, letter describing your teaching and research interests, and three letters of reference to: Cognitive Development Search Committee; Cognitive Science Program - CCS; Hampshire College; Box 5001; Amherst, Massachusetts 01002-5001. *Affirmative Action/Equal Employment Opportunity Employer.* For more information about Hampshire College, visit our website at: <http://www.hampshire.edu>. MA6

MICHIGAN

The Department of Psychology at **WAYNE STATE UNIVERSITY (WSU)** seeks applicants for two positions, one each in two newly established Targets of Excellence research areas: **Applied Cognitive Psychology** and **Workplace Psychology**. Both appointments require Ph.D. degrees and are to become effective in late August of 1998. Normal teaching loads are two courses per semester of undergraduate and graduate instruction. The **Applied Cognitive** position will be at the level of Assistant Professor (tenure track). We seek a person who has basic training in Cognitive Psychology and interests in some applied areas, such as reading, language disorders, cognitive neuropsychology/neuroscience or aging. The successful applicant will be expected to teach an undergraduate lab and lecture course in Cognitive Psychology and/or Perception as

well as specialty graduate courses. The rank of the **Workplace Psychology** position is open, but we especially encourage more senior, established persons to apply. We seek candidates with formal training in Industrial/Organizational Psychology, but preference may be given to those with experience in Personnel Psychology. **For both positions**, the ability to teach a graduate course in quantitative methods is highly desirable. In addition, successful applicants are expected to maintain or establish funded research programs. Interested applicants should send a cover letter describing their research and teaching interests, an up-to-date cv, copies of recent publications and arrange for three letters of reference to be sent to the Chair of the Appropriate Search Committee at: Department of Psychology, Wayne State University, 71 West Warren Avenue, Detroit, MI 48202. Applications will be accepted until December 1, 1997, or until the positions are filled. Interested applicants are encouraged to apply immediately. For more information about the department, visit our Web Site: <http://www.science.wayne.edu/~psych/>. *Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures, and vehicles at WSU are smoke-free. Wayne State University--People working together to provide quality service. MI1*

CLINICAL PSYCHOLOGY: The Department of Psychology at **Michigan State University** is seeking an outstanding clinical neuropsychologist or clinical neuroscientist for a tenure system appointment at the rank of assistant professor effective August 16, 1998. We seek a clinical psychologist with a neuropsychological, cognitive, and/or cognitive neuroscience orientation to the study of psychopathology who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Our preference is for candidates who combine an information processing approach (broadly defined) with techniques for illuminating brain function, such as dense-array EEG, functional MRI, or psychopathology. Researchers interested in adolescent or adult psychopharmacology or problems of older adults and major mental disorders would best complement existing strengths in our clinical neuropsychology program. Preference will be given to candidates with a Ph.D. in clinical psychology from an APA-accredited program who also have postdoctoral training. Send vitae, copies of representative publications, and three letters of recommendation to: Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824. *Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer. MI2*

APPLIED COGNITIVE SCIENTIST: The Department of Psychology at **Michigan State University** is seeking an outstanding applied cognitive scientist for a tenure system appointment at the rank of assistant professor effective August 16, 1998. We seek an individual who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. We are particularly interested in individuals who investigate higher mental processes, such as problem solving, decision making, analogical, inductive, or deductive reasoning, mental models and knowledge structures, or the acquisition of complex cognitive skills. Computational modeling and/or knowledge assessment skills are desirable. The person should be interested in working with faculty and students on a variety of research topics aimed at the application of cognitive psychology. The person should be interested in helping to design graduate and undergraduate courses on applying cognitive knowledge and skills to real-world problems. Send vitae, copies of representative publications, and three letters of recommendation to: Professor Fernanda Ferreira, Department of Psychology, Michigan State University, East Lansing, MI 48824. *Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer. MI3*

EVALUATION SCIENCE: The Department of Psychology at **MICHIGAN STATE UNIVERSITY** is seeking an outstanding applied quantitative methodologist for a tenure system position at the rank of assistant professor effective August 16, 1998. Although there is a preference for a developmental psychologist, applicants from a variety of sub-fields of psychology or the social sciences will be considered. The successful applicant will be expected to establish an independent research program and to contribute to an innovative intradepartmental initiative in evaluation. In addition, applicants will be expected to contribute to both undergraduate and graduate instructional programs. Send a minimum of 3 letters of recommendation, copies of published papers and/or preprints, and a curriculum vitae. A brief description of the applicant's methodological interests and experience with evaluation will be helpful to the search committee. Please send applications to Professor Hiram E. Fitzgerald, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117. *Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer. MI4*

RESEARCH INVESTIGATOR/POST-DOCTORAL POSITIONS. Adolescent Substance Abuse Polices and Programs (ASAPP) Project. The Survey Research Center, Institute for Social Research, The University of Michigan. The Adolescent Substance Abuse Polices and



MIT Sloan School of Management

Faculty Positions Behavioral and Policy Sciences

Sloan's expanding Behavioral and Policy Sciences (BPS) Area includes groups in Strategy and International Management, Organization Studies, Industrial Relations and Human Resources, Management of Technology and Innovation, Law, and Management Communication. BPS is known for its innovative disciplinary research in a highly interdisciplinary community. The positions listed below are targeted at the junior, tenure-track level (Assistant or non-tenured Associate).

- **Industrial Relations/Human Resources:** Candidates may have research interests in any of a variety of areas related to work and employment relations. However, due to substantial student demand, it is expected that the candidate will be able and willing to teach courses in negotiation. We are especially interested in Ph.D.s in social science disciplines such as sociology, organizational behavior, or industrial relations. However, other backgrounds will be considered.
- **Management of Technology and Innovation:** Candidates should have research and teaching interests in technology management. Relevant research topics include the innovation process, technology transfer, and product development. Recommended background: Ph.D. in a discipline such as social psychology or sociology, with research interests in applied areas of technology management; or a Ph.D. in a management area, such as technology or operations management, with a strong grounding in organizational theory and/or behavioral sciences.

Send letter of application, curriculum vitae, supporting documentation, and three letters of recommendation to Professor Deborah Ancona, MIT Sloan School of Management, 50 Memorial Drive, Room E52-582, Cambridge, MA 02142-1347. The deadline for applications in their entirety is December 15, 1997.

MIT is an Equal Opportunity, Affirmative Action Employer. **MA4**
Women and minorities are encouraged to apply.

Programs (ASAPP) Project invites applications for two Ph.D.-level research investigator/post-doctoral positions to collaborate on studies concerning the prevention, etiology, and epidemiology of drug use among adolescents. This is a new project (funded by the Robert Wood Johnson Foundation; Lloyd Johnston, PI) designed to examine the effectiveness of existing and new prevention policies and programs at the state, local, and school level that address substance abuse among the nation's youth. It will parallel the ongoing Monitoring the Future (MtF) project (an ongoing national study of drug use epidemiology and etiology among adolescents and young adults funded by the National Institute on Drug Abuse), and is being conducted by the same investigative team. The ASAPP project involves several components: (a) development and implementation of a survey of school administrators concerning relevant policies, programs, and practices to be conducted annually in both the MtF and ASAPP schools; (b) analyses of new and previously collected MtF data to examine the impact of existing prevention efforts and other environmental factors on adolescent substance use; (c) new student data collections from 100 schools annually for four years to evaluate new policies or programs aimed at preventing adolescent substance abuse (MtF national samples will be used as control groups); and (d) overall project direction and coordination, including coordination with other relevant projects across the country. The first position involves working with components (a) and (b) above, and the second position involves working with components (c) and (d) above. Applicants should have a strong interest in adolescent drug use prevention, etiology, epidemiology, or policy, and a substantive expertise in a relevant area of psychology, sociology, education, public health social work, or evaluation. Demonstrated scholarly productivity, along with the proven ability to work both independently and collaboratively, are essential. Successful applicants should also have demonstrated expertise in analysis of large-scale survey data; experience with multi-level or cohort sequential data analyses would be particularly relevant. In addition, applicants to the first position should have experience in survey design and administration, and applicants to the second position should have experience in project coordination and administration. Positions will be for two to five years, and are contingent upon final budgetary approval. The University offers a very competitive compensation package. Anticipated starting date is January 1, 1998, although this could be changed based on a mutual decision. Applicants should submit a curriculum vitae, statement of research experiences and interests (including any preference regarding the two positions), reprints/

dination, including coordination with other relevant projects across the country. The first position involves working with components (a) and (b) above, and the second position involves working with components (c) and (d) above. Applicants should have a strong interest in adolescent drug use prevention, etiology, epidemiology, or policy, and a substantive expertise in a relevant area of psychology, sociology, education, public health social work, or evaluation. Demonstrated scholarly productivity, along with the proven ability to work both independently and collaboratively, are essential. Successful applicants should also have demonstrated expertise in analysis of large-scale survey data; experience with multi-level or cohort sequential data analyses would be particularly relevant. In addition, applicants to the first position should have experience in survey design and administration, and applicants to the second position should have experience in project coordination and administration. Positions will be for two to five years, and are contingent upon final budgetary approval. The University offers a very competitive compensation package. Anticipated starting date is January 1, 1998, although this could be changed based on a mutual decision. Applicants should submit a curriculum vitae, statement of research experiences and interests (including any preference regarding the two positions), reprints/

preprints of relevant publications, and three letters of recommendation to John Schulerberg, Ph.D., Institute for Social Research, University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106-1248. (Please direct any questions about the projects to Joyce Buchanan at 313-763-5043, or visit the MtF website at www.isr.umich.edu/src/mtf.) Review of applicants will begin on November 1, and will continue until the position is filled. *An Affirmative Action/Equal Opportunity Employer. MI5*

PSYCHOLOGY: THE UNIVERSITY OF MICHIGAN-DEARBORN. Tenure track position in Social Psychology beginning September 1, 1998. The Department of Behavioral Sciences at the University of Michigan-Dearborn is seeking a social psychologist at the rank of Assistant Professor. The University emphasizes excellence in both teaching and research. We are particularly interested in applicants with expertise in group processes and interpersonal relations. An ability to teach courses in leadership, statistics, and/or introductory psychology is also desirable. Ph.D. should be completed before September 1, 1998. Applicants should send a vita and three letters of recommendation before January 31, 1998 to Dr. Robert Hymes, Department of Behavioral Sciences, The University of Michigan-Dearborn, 4901 Evergreen Road, Dearborn, MI 48128. E-mail: rhymes@umich.edu. The University of Michigan-Dearborn is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multi-cultural environment. The University strongly encourages applications from minorities and women. *The University of Michigan in an equal opportunity/affirmative action employer. MI6*

GRAND VALLEY STATE UNIVERSITY. Four tenure-track positions, all at the Assistant Professor level, beginning Fall, 1998. For all the positions, the Ph.D. is required. We seek candidates whose background and training provide concrete evidence that they will be excellent teachers, researchers, and colleagues. **Area I: Lifespan Developmental Psychology.** We seek someone with expertise in one or more of the following areas: Adolescence, Adulthood, Cognition, and Aging, and/or the Biology of Development. We are looking for someone who is able to teach a variety of courses covering development over the lifespan. **Area II: Child Clinical Psychology.** Expertise in developmental disabilities and/or pediatric psychology is particularly desirable, along with interests and experience in addressing the service delivery needs of these populations via prevention, intervention, consultation, and/or clinical supervision. Eligibility for Michigan licensure is desirable. Candidates should be able to teach

more than one of the following courses: Mental Retardation, Exceptional Child, Developmental Psychopathology, Behavior Modification, The Psychology of Physical Disabilities, Child Development, Introductory Psychology. **Area III: Industrial/Organizational Psychology.** We seek someone with expertise in two or more of the following areas: Personnel Selection, Assessment, Job Analysis, Training, Performance Appraisal, Human Factors, Motivation/Satisfaction, Leadership, and Measurement. A strong quantitative background is desirable. Candidates should be able to teach two or more of the following courses: Industrial/Organizational Psychology, Tests and Measurement, Human Relations, Undergraduate Practicum, Individual Differences, Introductory Psychology. **Area IV: Psychology Applied To Teaching.** We seek someone with expertise in cognitive development, applied cognition, and/or related field with a specialty in cognition and instruction. Candidates should be able to teach Psychology Applied to Teaching, as well as other courses related to area of concentration. Candidates for all these positions must be committed to undergraduate liberal education, with research interests that can involve undergraduates. We are a dynamic, growing, cohesive department whose faculty have diverse scholarly interests. The department offers several popular undergraduate programs and is proposing new graduate programs. Laboratory facilities are excellent, and there is good computer support.

Grand Valley State University enrolls more than 15,000 students. The attractive main campus is located 12 miles west of downtown Grand Rapids, with additional facilities in Grand Rapids and Holland, MI. *Minority and women applicants are strongly encouraged to apply, as are dual-career couples.* Submit a letter of application that identifies the area in which the candidate wishes to be considered, a statement of teaching interests, a statement of research interests, curriculum vitae, representative reprints/preprints, and three letters of recommendation to Robert W. Henderson, Chair, Department of Psychology, 296 Au Sable Hall, Grand Valley State University, Allendale, MI 49401. **Review of applications will begin November 10, 1997,** and applications will be accepted until the positions are filled. Telephone: (616) 895-2195. FAX: (616) 895-2480. *Grand Valley State University is an Affirmative Action/Equal Opportunity Employer. MI7*

HOPE COLLEGE: has openings for a **tenure-track** position in **social psychology** and a **one-year term** position in **general psychology** available in August, 1998. Candidates for the social psychology position should be able to teach social psychology (with a laboratory component) and research methods, and maintain a strong research program involving under-

graduate students as assistants and collaborators. Other teaching possibilities include an advanced lab in social, a topical seminar in the person's area of interest, and introductory psychology. We are especially interested in topical seminars related to cultural diversity issues. The general psychology position will primarily involve teaching introductory psychology. *Hope College complies with federal and state requirements for non-discrimination in employment. Applications are strongly encouraged from women and persons of color.* Please send your curriculum vitae, three letters of recommendation, teaching evaluations, and a cover letter including a statement of your interest in teaching undergraduate liberal arts students in a Christian setting. The psychology department is a warm-spirited department of ten within one of the nation's outstanding selective colleges. The department's facilities include computer labs that are used for instruction and research and equipment for multi-media instruction in the classroom. Hope is an undergraduate, residential, co-educational, liberal arts college of 2,900 students, affiliated with the Reformed Church in America. The College is located in Holland, a resort area of 60,000 on the east shore of Lake Michigan and two and one-half hours northeast of Chicago. Send your application materials by December 30, 1997 to John J. Shaughnessy, Chair, Department of Psychology, Hope College, Holland, MI 49422-9000. **MI8**

Development, Psychopathology, and Mental Health: The Department of Psychology at the UNIVERSITY OF MICHIGAN is seeking applicants for a tenure-track position in the Development, Psychopathology and Mental Health Program (DPMH) at the Assistant Professor level or higher. Developmental psychologists with mental health research interests or Clinical psychologists with life-span developmental research approaches to mental health would be appropriate candidates. The person in this position will participate in both the clinical and developmental psychology training programs and teach both clinically relevant developmental courses as well as developmentally oriented clinical courses. Candidates should have an established track record of research and publication in DPMH. The primary criterion for appointment are excellence in research and commitment to reaching. Applications will be reviewed beginning November 1 and continue until the position is filled. Applicants should send a vita, recent publications, a brief statement of research and teaching interests, and three letters of recommendation to: DPMH Search Committee, Department of Psychology, University of Michigan, 525 East University, Ann Arbor, Michigan 48109-1109. *The University of Michigan is an Equal Opportunity/Affirmative Action Employer. MI9*

WAYNE STATE UNIVERSITY—Two positions in Speech-Language Pathology: The Audiology and Speech-Language Pathology Department at Wayne State University (WSU) invites applications for two tenure-line positions in speech-language pathology with a start date in late August of 1998. Rank of these positions is open with rank and salary based on qualifications and experience. Both appointments require Ph.D. degrees in speech-language pathology, psychology, linguistics, or a related field. Area of specialization is largely open, but successful candidates will need to demonstrate research expertise and the potential for securing grants to establish and maintain funded research programs in their areas of specialization. Successful applicants will be expected to teach both undergraduate and graduate courses as appropriate for rank and area of expertise. Wayne State University, located in Detroit's Cultural Center, is an urban university serving over 35,000 students. The Audiology and Speech-Language Pathology Department is located in the College of Science and has close ties and the possibility of collaborative research relationships with psychology, linguistics, gerontology, medicine, allied health, and education. The Department also has working affiliations with all of the leading hospitals and health care facilities in the Detroit metropolitan area. Interested applicants should send a cover letter describing their research and teaching interests, curriculum vitae, copies of recent publications and arrange for three letters of reference to be sent to Patricia Siple, Search Committee Chair, Department of Audiology and Speech-Language Pathology, Wayne State University, 581 Manoogian Hall, Detroit, MI 48202. Applications will be accepted until December 1, 1997, or until the positions are filled. Interested applicants are encouraged to apply immediately. *Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free. Wayne State University - People working together to provide quality service. MI10*

DEVELOPMENTAL PSYCHOLOGIST - ASSISTANT PROFESSOR: The Department of Psychology at SAGINAW VALLEY STATE UNIVERSITY invites applications for TENURE-TRACK position in the area of Developmental Psychology with a specialization in Gerontology. Experience with qualitative research techniques and Texts and Measurements are desirable areas of secondary interest. A strong research potential is preferred, with the capability of teaching such classes as General, Life-Span Development, Child Development, and Texts and Measurements, in addition to Adult Development. Some teaching experience is essential. Although ABD's will be considered, candidates should pos-

sess the Ph.D. by Fall, 1998. Candidates should be interested and capable of involving students in their research. Good teaching/research facilities. Excellent benefits package. Send a letter of interest, vita, at least three letters of recommendation, and transcripts of graduate and undergraduate work to James Wood, Director of Human Resources, Saginaw Valley State University, University Center, MI 48710-0001. For full consideration all materials should be received by January 15, 1998. *Saginaw Valley State University is an equal opportunity/affirmative action employer. M111*

MINNESOTA

Child Psychology: Cognitive Development and Neuroscience, Institute of Child Development, University of Minnesota: The College of Education & Human Development at the University of Minnesota invites nominations and applications for a faculty position (tenure track Assistant Professor) in Child Psychology. This position will be filled by a scholar possessing a base in cognitive development and expertise in the theories and methods of one or more of the following subdisciplines: developmental cognitive neuro-science, cognitive neuropsychology, psychobiology, or neuroscience. It is expected that the individual's research program would focus on either normative or atypical populations (e.g., the neurobiological bases of learning disabilities). The start date for this position is 9/16/98. The University offers an excellent benefits package and the salary will be commensurate with qualification and experience. **Minimum qualifications:** Doctorate conferred by 9/16/98 in Psychology, Child Development, or a closely related field with a base in cognitive psychology and expertise in the theories and methods of one or more of the subdisciplines listed above. Applications from ABD candidates will be considered. Training in and commitment to basic research in cognitive development and neuroscience with a focus on either normative or atypical populations (e.g., the neurobiological bases of learning disabilities) is required. **Application:** Nominations or applications must be postmarked by 12/15/97. Send a letter addressing qualifications; a current curriculum vitae; an academic transcript; and the names, addresses, and phone numbers of three references to: Dr. Charles Nelson, Chair, Cognitive Development Search, Institute of Child Development, University of Minnesota, 51 East River Road, Minneapolis, MN 55455-0345; FAX: (612) 624-7373. For additional information, call (612) 624-3878 or E-mail: canelson@vx.cis.umn.edu. *The University of Minnesota is an equal opportunity educator and employer. MNI*

MISSOURI

WASHINGTON UNIVERSITY IN ST. LOUIS is continuing the expansion of its Psychology Department with the addition of three new appointments during the past year and more expected in the next few years. The Department has recently moved into a new 100,000 square foot building. Three new positions are open for the 1998-1999 academic year. **COGNITIVE NEUROSCIENCE/COGNITIVE PSYCHOLOGY:** The Department is seeking applicants for a tenured or tenure-track appointment at any level, although the appointment will probably be made at a junior level. Preference will be given to applicants with research programs applying neuroscientific approaches to the study of perception, attention, language, or memory, but candidates using purely behavioral techniques will also be considered. **ENDOWED CHAIR:** The Department is seeking applicants for a senior position (advanced associate or full professor). We expect the successful applicant to be in developmental, social, personality, or clinical psychology, but outstanding candidates from any area of psychology will be considered. The position is flexible, but ideally targets individuals whose work has societal relevance and promotes the understanding of human values. **SOCIAL PSYCHOLOGY:** The Department is seeking applicants for a position in social psychology at the Assistant or Associate Professor level. All areas within social psychology will be considered. The primary qualifications for each position are demonstrated excellence in research and teaching. We especially encourage applications from women and members of minority groups. Please send a curriculum vitae, reprints, a short statement of research interests, and arrange for three letters of reference to be sent to: Henry L. Roediger III, Chair, ATTN: (specify appropriate Search Committee), Department of Psychology, Box 1125, One Brookings Drive, Washington University, St. Louis, MO 63130-4899. **The Search Committees will begin the formal review process November 1, 1997; applications will be accepted until the positions are filled. Washington University is an equal opportunity/affirmative action employer. Employment eligibility verification required upon hire. MO1**

COGNITIVE PSYCHOLOGIST: Department of Psychology at the **UNIVERSITY OF MISSOURI-ST. LOUIS** is seeking candidates for a tenure-track appointment in Cognitive Psychology beginning August, 1998, at the assistant professor level. Applications in all subspecialties of cognitive psychology (including social cognition, cognitive development, neuropsychology, etc.) will be considered. The position requires teaching a graduate survey course in cognitive psychology and an undergraduate course in intro-

duction to psychological research, along with other courses in the applicant's area of interest. The position also requires the establishment of a strong research program and a readiness to apply for external funding. Salary is competitive. The Psychology Department offers the Ph.D. in clinical (APA approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. To apply, send a letter of application, vita, three letters of reference, and reprints by January 16, 1998, to Dr. Gary K. Burger, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. *The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO2*

CLINICAL PSYCHOLOGY, tenure-track position at the rank of Assistant or Associate Professor in APA-approved program, beginning August, 1998. Position involves undergraduate and graduate teaching, clinical supervision and an active program of original research. Clinical and/or research interests in ethnicity and diversity are preferred. **SAINT LOUIS UNIVERSITY** is a Catholic, Jesuit institution dedicated to education, research and health care. The department has 20 full time faculty, over 200 undergraduate majors and 100 graduate students, and has doctoral programs in clinical psychology and applied-experimental psychology (with specialties in developmental, experimental, organizational, and social). Applicants must have Ph.D. and internship from APA-accredited programs. License eligibility preferred (one year of postdoctoral supervised clinical experience). *Applications from women and minorities are strongly encouraged.* Send vita, preprints/reprints, three letters of recommendation, and brief statement of research, clinical and teaching interests to Michael J. Ross, Clinical Search Committee Chair, Department of Psychology, Saint Louis University, 221 N. Grand Blvd., St. Louis, MO 63103. The search will continue until position is filled, but all materials should be received by January 15, 1998 to ensure full consideration. *Saint Louis University is an affirmative action, equal opportunity employer. MO3*

NEBRASKA

ASSISTANT/ASSOCIATE PROFESSOR - HEALTH PSYCHOLOGY: CREIGHTON UNIVERSITY is a Jesuit, Catholic institution that encourages applications from qualified individuals of all backgrounds who believe they can contribute to the distinctive educational traditions of the university. We are seeking a qualified individual for a full-time tenure track position at the entry level. Candidates should have the Ph.D. degree and be qualified to teach courses in health psychology, introductory psychology, and ex-

perimental psychology, as well as other courses within the faculty member's area of competence determined in consultation with the chairperson of the department. In addition to teaching responsibilities, we expect faculty members to be active in the development of an ongoing research program and in those duties ordinarily associated with a faculty appointment. The starting date for this position will be in August, 1998. **Deadline:** postmarked applications by January 10, 1998. Send curriculum vitae, three or more letters of reference, and statements of teaching and research interests to: Gary Leak, Ph.D., Search Committee Chair, Department of Psychology, Creighton University, 2500 California Plaza, Omaha, NE 68178-0002. *Creighton University encourages applications from women and minority groups and is an Affirmative Action/Equal Opportunity Employer. NE1*

NEW JERSEY

RUTGERS UNIVERSITY-NEWARK CAMPUS: The Department of Psychology anticipates making one tenure-track appointment in Cognitive Science at the Assistant Professor level. Candidates should have an active research program in one or more of the following areas: learning, action, high-level vision, and language. Our particular interest are candidates who combine one or more of these research interests with mathematical and/or computational approaches. The position calls for candidates who are effective teachers at both the graduate and undergraduate levels. Review of applications will begin on December 15, 1997. *Rutgers University is an equal opportunity/affirmative action employer. Qualified women and minority candidates are especially encouraged to apply.* Send CV and three letters of recommendation to Professor S.J. Hanson, Chair, Department of Psychology - Cognitive Science Search, Rutgers University, Newark, NJ 07102. E-mail inquiries can be made to cogsci@psychology.rutgers.edu. **NJ1**

ASSISTANT PROFESSOR OF PSYCHOLOGY (Ph.D.): DREW UNIVERSITY, tenure-track, September 1, 1998 opening, pending budgetary approval. Courses to be taught include a core course in Perception and Cognition, Psychological Research Methods, and an Advanced Seminar on a topic relevant to Perception and Cognition (e.g., Cognitive Neuroscience; Artificial Intelligence). Preference will be given to those with excellent teaching credentials and successful research/publication record. Send letter of application, vita, three letters of reference, evidence of teaching excellence, and copies of select publications (maximum 3) by Dec. 15 to Professor Ed Domber, Department of Psychology, Drew University, Madison, NJ 07940. **EOE/AA. NJ2**

NEW MEXICO

ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY:

The Department of Psychology at the **UNIVERSITY OF NEW MEXICO** invites applications for a tenure track position at the Assistant Professor level in clinical psychology to begin August 1998. The department has an APA-accredited, scientist-practitioner clinical program with well-developed strengths in a number of areas (e.g., addictive behaviors) and we are seeking candidates with research interests in other areas of experimental psychopathology, particularly in developmental psychopathology, adult affective or anxiety disorders, and/or minority issues in mental health. Minimum qualifications required: PhD in Clinical Psychology received or expected by June 1998 and demonstrated potential to develop and sustain a productive independent research program. Applicants with clinical post-doctoral experience or state licensure eligibility preferred. Applicants should send a letter of intent with statements of research and teaching interests, vita, representative publications, and at least three letters of reference to Holly B. Waldron, Search Committee Chair, Department of Psychology, University of New Mexico, Albuquerque, NM 87131-1161. Information about the department and about UNM is available at www.unm.edu. E-mail inquiries to blashak@unm.edu.

[unm.edu](http://www.unm.edu). Candidates with applications completed by November 17, 1997 will receive fullest consideration, but applications will be accepted until the position is filled. *UNM is an equal opportunity and affirmative action employer and educator.* NMI

NEW YORK

The **Department of Organizational Behavior** in the New York School of Industrial and Labor Relations, **CORNELL UNIVERSITY** is seeking to fill a tenure-track position for a faculty member to teach courses in micro-organizational behavior, with an appointment beginning August 1998 at the assistant professor level. Applicants should have received a Ph.D. by August 1998 in industrial organizational psychology, social psychology, business or related field. All candidates must demonstrate the potential to achieve excellence in research and teaching. The Department provides core and elective courses for undergraduate, professional Master's and MS/PhD students. Interested applicants should send a letter of application, vita, letters of recommendation, and samples of written work to: Pamela S. Tolbert, Chair, Department of Organizational Behavior, NYSSILR, Cornell University, Ithaca, NY 14853 by December 1, 1997. General information about the School of Industrial and Labor Relations is available at: //

www.ilr.cornell.edu. *Cornell University is an Affirmative Action/Equal Opportunity employer.* NY1

Developmental Psychologist. Candidates are sought for a tenure-track position by the Department of Psychology at **HOBART & WILLIAM SMITH COLLEGES**, a small, residential liberal arts institution with an interdisciplinary emphasis. Teaching responsibilities include: Child Developmental Psychology, Adolescent Psychology, Research in Developmental (laboratory course), an advanced-level course in Developmental, and either Intro Psychology or Statistics and Methods (laboratory course). Candidates should be eager to participate in interdisciplinary programs and general curriculum efforts at the Colleges. All areas of research are sought; however, candidates having research interests related to minorities, gender, multicultural/diversity, or interdisciplinary areas are especially encouraged to apply. The Colleges are on a trimester calendar with a two course per term load. *HOBART & WILLIAM SMITH COLLEGES are an Equal Opportunity Employer and Affirmative Action employer.* Ph.D. Preferred/ABD considered. Review of application will begin Dec. 15, 1997. Send statement of teaching, research interests, vita, three letters of recommendation, and supporting materials to: Developmental Search Committee, Psychology Dept., Hobart & William Smith Colleges, Geneva, NY 14456. NY2

Assistant Professor--SKIDMORE COLLEGE, a liberal arts institution of approximately 2100 students and 200 full-time faculty, located in upstate New York, invites applications for a tenure-track position in the Department of Psychology. This Experimental/Human/Cognitive position begins Fall 1998, most likely at the Assistant Professor level. The position involves the delivery of 6 courses per year, including experimental methods, statistics, a special topics seminar (e.g., on decision making, language processing, memory) and introductory psychology. The candidate will also be expected to contribute to Skidmore's all-college requirements. The department has 11 full-time faculty positions, and excellent teaching and research facilities. Candidates should be firmly committed to undergraduate education and student/faculty collaborative research. Preference will be given to those candidates who have a PhD in psychology or, if ABD, will have completed their PhD by Fall of 1998. The review process will begin December 15, 1997. Candidates should send a vita, evidence for excellence in teaching, selected reprints, and three letters of recommendation to: Dr. Mary Ann Foley, Chairperson, Department of Psychology, Skidmore College, Saratoga Springs, NY 12866. *Skidmore College encourages applications from women and men of diverse racial, ethnic, and cultural backgrounds.* NY3

ASSISTANT PROFESSOR-STATE UNIVERSITY OF NEW YORK AT STONY BROOK.

The Department of Psychology invites applications for a tenure track position in the Clinical area starting September 1998. Applicants should have demonstrated potential to develop and sustain a productive, independent research program. All areas of clinical research will be considered. Female and minority applicants are particularly encouraged to apply. Application deadline is December 1, 1997. Send CV, reprints, and 4 letters of recommendation to: **Clinical Search Committee, Department of Psychology, State University of New York at Stony Brook, Stony Brook, NY 11794-2500.** *SUNY Stony Brook is an Affirmative Action/Equal Opportunity Employer.* NY4

DEPARTMENT OF BRAIN AND COGNITIVE SCIENCES, UNIVERSITY OF ROCHESTER

invites applications for a tenure track position as Assistant professor in the area of cognition broadly defined. Research interests could include domains traditional to cognitive psychology, such as learning, memory, reasoning, perception, motor control, and language, and could also include areas such as cognitive neuroscience, neuropsychology, computational modeling, and cognitive development. Candidates with strong research and teaching interests in any of these areas should send a vita, research, and teaching statement, representative reprints, and at least three letters of recommendation to: Cognitive Search, Department of Brain and Cognitive Sciences, Meliora Hall, University of Rochester, Rochester, NY 14627-0268. Applicants can learn about the Department of Brain and Cognitive Sciences by referring to our pages on the world wide web (<http://www.bcs.rochester.edu>). The deadline for complete applications is November 15, 1997. *Applications from women and members of minority groups are especially welcome. The University of Rochester is an equal opportunity employer.* NY5

SKIDMORE COLLEGE--PSYCHOLOGY DEPARTMENT.

Skidmore College invites applications for a tenure track position in biopsychology in the Department of Psychology. The position begins Fall, 1998, most likely at the Assistant Professor level. Teaching responsibilities involve the delivery of 6 courses per year, several of which meet biopsychology requirements for the major, e.g., biopsychology, physiological psychology, introductory psychology, and a special topics seminar such as psychopharmacology. The candidate will also be expected to contribute to Skidmore's all-college requirements. The department has 11 full-time faculty positions, and excellent teaching and research facilities. Candidates should be firmly committed to undergraduate education and student/faculty col-

THE COLLEGE OF NEW JERSEY NEUROPSYCHOLOGY

The Psychology Department at The College of New Jersey (formerly Trenton State College) seeks applicants for a tenure-track position in neuropsychology, broadly defined. We seek to attract a person whose research and teaching interests are centered on humans, with a focus on any one or a combination of the subfields of neuropsychology: neuropathology, neurological assessment and treatment, psychopharmacology, and/or the neural correlates of processes such as attention, motivation and emotion. Teaching responsibilities could include physiological psychology, perception, and advanced seminars and other courses of the candidate's design. We are particularly interested in a person whose research program might incorporate the use of non-invasive neural monitoring techniques (e.g. GSR, EEG, heart rate, etc.) with clinical or non-clinical populations, and/or one who would take advantage of possibilities for collaboration with researchers at one of the many clinical and university settings in the Central New Jersey area. Excellence in teaching and a desire and commitment to involve undergraduates in a variety of research endeavors are more important than the particular specialization within neuropsychology.

The Psychology Department currently has 19 full-time faculty and more than 400 majors. The Department has a long-standing commitment to diversity in our teaching and our research. To learn more about The College of New Jersey, visit our website at WWW.TCNJ.EDU.

Send vita, letter describing your teaching and research interests, and three letters of recommendation to Dr. Nancy S. Breland, Chair, Hiring Committee, Department of Psychology, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. Review of applications will begin January 2, 1998 and will continue until the position is filled. To enrich education through diversity, The College of New Jersey is an EEO/AA/ADA Employer M/F/D/V. **NJ3**

laborative research. Women and men from diverse racial, ethnic, and cultural backgrounds are especially encouraged to apply. Preference will be given to those candidates who have a Ph.D. in psychology or, if ABD, will have completed their Ph.D. by Fall 1998. The review process will begin December 15, 1997. Candidates should send a vita, evidence for excellence in teaching, selected reprints and three letters of recommendation to: **Dr. Mary Ann Foley, Chairperson, Department of Psychology, File #34, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866. NY6**

The Department of Psychology at **BARNARD COLLEGE** seeks to hire an Assistant Professor studying cognitive development. The candidate should provide evidence of excellence in research and teaching, and is expected to establish a research program investigating perceptual, cognitive or language development in childhood. Postdoctoral experience is preferred. Teaching responsibilities are 4 courses per year, and will include an undergraduate laboratory course in development and an upper level seminar. Send statement of research and teaching interests, CV, reprints and three letters of reference by December 15, 1997, to: Cognitive Development Search, Department of Psychology, Barnard College, Columbia University, 3009 Broadway, New York, New York 10027-6598. *Barnard College is an equal opportunity employer and encourages applications from women and members of underrepresented minority groups.* NY7

DEPARTMENT OF BRAIN AND COGNITIVE SCIENCES, UNIVERSITY OF ROCHESTER invites applications for a tenure track position as Assistant Professor in the area of cognition broadly defined. Research interests could include domains traditional to cognitive psychology, such as learning, memory, reasoning, perception, motor control, and language, and could also include areas such as cognitive neuroscience, neuropsychology, computational modeling, and cognitive development. Candidates with strong research and teaching interests in any of these areas should send a vita, research and teaching statement, representative reprints, and at least three letters of recommendation to: Cognitive Search, Department of Brain and Cognitive Sciences, Meliora Hall, University of Rochester, Rochester, NY 14627-0268. Applicants can learn about the Department of Brain and Cognitive Sciences by referring to our pages on the world wide web (<http://www.bcs.rochester.edu>). The deadline for complete applications is November 15, 1997. Applications from women and members of minority groups are especially welcome. *The University of Rochester is an equal opportunity employer.* NY8

NEW YORK UNIVERSITY-Clinical Psychology. The Department of Psychology at New York University seeks to appoint a Director of Clinical Training to begin September 1998, pending final budgetary and administrative approval. The Clinical program is part of a diverse research-oriented department (described in detail at <http://www.psych.nyu.edu>) with training programs in clinical, cognition and perception, community, developmental, organizational, and social psychology. Candidates should have strong research programs; those who can contribute to more than one of the department's areas of strength will get special consideration. Please send a letter describing teaching and research interests, cv, reprints or preprints, and three letters of reference to Clinical Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, MC 1037, New York, NY 10003-6634. Review of applications will begin November 1, 1997 and continue until the position is filled. *NYU encourages applications from women and members of minority groups.* NY9

ASSISTANT PROFESSOR/CORNELL UNIVERSITY--The Department of Psychology at Cornell University is considering candidates for a tenure-track assistant professorship. The focus is on an individual of strong research and teaching promise whose area of expertise complements our department's strengths in social and personality psychology, cognition and perception, as well as biopsychology and neuroscience. We are particularly interested in individuals whose area of expertise falls into one of two areas: (1) developmental perspectives on basic questions in cognition and perception, or (2) cognition of social phenomena, including attitudes and beliefs as well as emotion. Researchers taking any approach in these two areas are encouraged to apply, including those pursuing cross-cultural, evolutionary, or neural approaches. The appointment will begin July 1998. Review of applications will begin December 1, 1997, although later applications will be considered until the position is filled. Interested applicants should submit a letter of application indicating specific research interests, a curriculum vitae, reprints or preprints of completed research, and three letters of recommendation sent directly from three referees to: Secretary, Psychology Search Committee, Department of Psychology, 284 Uris Hall, Cornell University, Ithaca, NY 14853-7601, USA; email: kas10@cornell.edu; FAX: 607/255-8433; Voice: 607/255-4152. Applications from women and minority candidates are especially welcome. Cornell University is an Equal Opportunity/Affirmative Action Employer. NY10

Postdoctoral Position, Department of Psychology, CORNELL UNIVERSITY--The Department of Psychology anticipates filling a postdoctoral position for the 1998-1999 academic year in a graduate training program in development. This multidisciplinary program combines psychological and biological approaches to development. Focal areas of interest include the development of perception and cognition; communication systems; the development of sex- and gender-related behavior; and early learning. Postdoctoral fellows will receive intensive training in both psychological and biological approaches to these areas of interest and will do research in their primary area of interest. Applicants for this position may have had graduate training in psychology, neuroscience, cognitive science, language or computer science. Review of applications will begin December 1, 1997. Open only to U.S. citizens. Interested applicants should submit letters indicating their specific area(s) of interest, a curriculum vitae, reprints or preprints of completed research, and letters of recommendation sent directly from three referees to: Secretary, Multidisciplinary Training in Developmental Psychology, 284 Uris Hall, Cornell University, Ithaca, NY 14853; email: kas10@cornell.edu; Voice: 607-255-4152; FAX: 607-255-8433; Cornell is an Equal Opportunity/Affirmative Action Employer. NY11

COLUMBIA UNIVERSITY seeks an **Assistant Professor** in the Department of Psychology in the area of Cognitive Neuroscience, broadly defined. The appointment is to begin July 1, 1998. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Of particular interest are candidates who can contribute to other areas of strength in the Department. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to: Search Committee, Cognitive Neuroscience, Department of Psychology, Columbia University, 1190 Amsterdam Ave - MC 5502, New York, NY 10027. This is the continuation of a search begun in April 1997 and the search will continue until the position is filled. *Applications from minorities and women are encouraged. Columbia University is an affirmative action/equal opportunity employer.* NY12

Postdoctoral Associate position at **CORNELL UNIVERSITY** in a lab studying cognitive effects of developmental brain damage using an animal model. Two current NIH funded projects concern early exposure to cocaine and lead, respectively. Studies are designed to specify the cognitive process affected, identify the underlying mechanisms, and test improved therapeutic interventions. Ph.D. required. Preference given to

candidate with expertise in the areas of biology of cognition and statistics. Send CV and three letters of reference to Dr. B. J. Strupp, Dept. of Psychology and Division of Nutritional Sciences, Cornell University, 109 Savage Hall, Ithaca, NY 14853-6401. Fax: (607) 255-1033; or E-mail to: bjsl3@cornell.edu Phone: (607)-255-2694. AA/EOE. NY13

NEW YORK UNIVERSITY--The Department of Psychology seeks to make three or more tenured or tenure-track appointments in the following areas, pending budgetary approval; social psychology (rank open), prevention or intervention research (most likely junior), organizational psychology (senior only), cognitive neural psychology (most likely mid-level to senior). The recruits will join a diverse research faculty with training programs in clinical, cognition and perception, community, developmental, organizational, and social psychology. All candidates should have strong research programs; those who can contribute to more than one of the department's areas of strength will get special consideration. The department is described in detail at <http://www.psych.nyu.edu>. Please send a letter describing teaching and research interest, along with a vita, reprints or preprints, and three letters of reference to (Specify Search Committee), Department of Psychology, New York University, 6 Washington Place, Room 550, MC 1037, New York, NY 10003-6634. Review of applications will begin October 1, 1997 and will continue until positions are filled. *NYU encourages applications from women and members of minority groups.* NY14

DEVELOPMENTAL PSYCHOLOGIST: THE DEPARTMENT OF PSYCHOLOGY AT BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK seeks an outstanding individual in the area of developmental psychology. The appointment will be for a tenure track position at the assistant professor level to begin in the Fall 1998, contingent on the availability of funds. We welcome applications from individuals with interests in any area of developmental psychology. Candidates should show evidence of an energetic program of scholarly productivity including the potential to attract outside funding. They should also have a strong commitment to teaching at undergraduate and graduate levels. In keeping with the College's goals, candidates should have experience in the use of computers and other new technologies in research and teaching. The recruitment of a diverse faculty is a high priority for both the college and the department. We especially encourage women and members of underrepresented groups to apply. The review process will begin December 15th and will continue until a candidate is selected. Interested candidates should send their curriculum vita, a statement of profes-

sional plans and goals, copies of representative publications, evidence of teaching experience and proficiency, and three letters of recommendation to Professor R. Glen Hass, Chairperson, Department of Psychology, Brooklyn College, CUNY, 2900 Bedford Avenue, Brooklyn, New York 11210-2889. An EO/AA/IRCA/ADA Employer. NY15

SIENA COLLEGE. CLINICAL PSYCHOLOGY. Siena College seeks a Clinical Psychologist for a new tenure-track position in psychology at the Assistant Professor level to begin in September 1998. Candidates must hold the Ph.D. in Clinical Psychology from an APA-approved program and have a firm commitment to excellence in undergraduate teaching. Teaching responsibilities will include General, Abnormal, Personality, and Health Psychology, as well as Psychological Tests and Measurements. The opportunity to teach Counseling Theories and Techniques and Child and Adolescent Psychopathology is also available. The individual sought will also share responsibility for the supervision of Psychology Interns. Establishment of an independent program of research which involves students is highly desirable. Applicants should send a letter addressing teaching and researching interests, a Curriculum Vita, and three letters of recommendation to: Psychology Search Chair, c/o Arts Division Office, Siena College, 515 Loudon Road, Loudonville, New York 12211-1462. Screening of applications will continue until the position is filled. *Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates including women and minorities.* NY16

BINGHAMTON UNIVERSITY, State University of New York: The Department of Psychology anticipates two tenure-track openings for positions starting Fall 1998. **Cognitive and Behavioral Science.** Applications are sought for an Assistant or Associate Professor for a tenure-track position. Applicants should have demonstrated strong promise in research and teaching. We are seeking an individual whose research interests will complement the existing strengths of the program (memory, psycholinguistics, learning and conditioning, reading, psychoacoustics, and human factors). Preference is for applicants capable of teaching graduate statistics in addition to a strong research record and ability to obtain external funding. Applications will be reviewed starting November 15, 1997 with the search continuing until a candidate is selected. Send vita, (p)reprints, a statement of research and teaching interests, and three letters of recommendation to Cognitive Search Chair, Department of Psychology, Binghamton University, Binghamton, NY 13902-6000. **Clinical Psychology.** We are seeking an Assistant or Associate Professor for a tenure-track position

in our APA-accredited clinical psychology program. As a member program in the Academy of Psychological Clinical Science, our faculty embrace a clinical science model, and all are active in research, teaching, and clinical supervision. The clinical program is well integrated within a highly interactive, collegial, and productive department. Candidates' areas of research are less important than potential productivity, scholarship, and program "fit". Ability to teach graduate statistics courses would be desirable. Applicants should submit a vita, (p)reprints, a statements of research and teaching interests, and three letters of recommendation. Applications should be sent to the Clinical Psychology Search Chair, Department of Psychology, Binghamton University, Binghamton, NY 13902-6000. Applications will be reviewed starting November 15, 1997 with the search continuing until a candidate is selected. *Binghamton University, SUNY, is an equal opportunity/affirmative action employer. Strongly committed to affirmative action. Recruitment for both positions will be conducted without regard to race, color, sex, religion, age, disability, marital status, sexual orientation or national origin.* NY17

The Psychology Department at the C.W. POST CAMPUS OF LONG ISLAND UNIVERSITY announces a tenure-track position in neuropsychology at the Assistant Professor level to begin September, 1998. The candidate must have a doctoral degree and will be encouraged to pursue an active research program in aspects of brain-behavior relationships such as memory, language, perception, or learning and will be provided with laboratory space and funds for equipment. Applicants should be prepared to teach courses in the biological bases of behavior in our Psy. D. program in Clinical Psychology, in our undergraduate programs as well as supervising dissertations and theses. The complete application should be received by January 20, 1998 to ensure consideration. A resume, supporting material, and three letters of recommendation should be sent to Sherman Tatz, Ph.D., Department of Psychology, C.W. Post Campus of Long Island University, 720 Northern Blvd., Brookville, N.Y. 11548. *Long Island University is an equal-opportunity/affirmative action employer.* NY 18

The Department of Psychology at **COLGATE UNIVERSITY** announces a ONE-YEAR position in psychology with a preference for entry-level Ph.D. in hand, to begin August 1998. Areas include, but are not restricted to, clinical, health, educational, and applied social psychology. In addition to upper level courses in area of expertise, teaching responsibilities may include segments of team-taught introductory and experimental psychology courses, statistics, and

contributions to all-university programs. Teaching load is equivalent to five courses per year. Visit: <http://www2.colgate.edu/departments/psychology/>. Review of applications will begin December 1, 1997 and continue until the position is filled. *Minorities and women are strongly encouraged to apply. Colgate is an equal opportunity/affirmative action employer.* Mail vitae and three letters of reference to Scott Kraly; Chair, Search Committee; Department of Psychology; Colgate University, 13 Oak Drive, Hamilton, NY 13346. NY19

NORTH CAROLINA

COGNITIVE PSYCHOLOGY: The Department of Psychology at **THE UNIVERSITY OF NORTH CAROLINA** at Greensboro invites applications for a tenure track position in cognitive psychology at the level of Assistant or Associate Professor, to begin August 1998. The department has 23 full-time faculty and offers the BA and PhD degrees, with graduate training in the areas of clinical, cognitive, developmental, and social psychology. Preferred applicants will have a research specialization in higher order cognitive processes, such as problem solving, reasoning, or decision making, but applicants with interests in memory are also encouraged to apply. All candidates must have completed the PhD by the time of their appointment, have demonstrated promise of an excellent research program, and have a strong commitment to both graduate and undergraduate education. candidates at the Associate level must also have a clear record of success in securing extramural research funding. Applications must include a vita, a description of the research program, selected reprints, and a statement of teaching interests and philosophy; three letters of recommendation should be sent separately. Address applications to Dr. Reed Hunt, Cognitive Search Committee Chair, Department of Psychology, UNC Greensboro, Greensboro, NC 27412-5001 to arrive no later than December 5th, 1997. *EEO/AA:W/M/V/D. NCI*

Assistant Professor, I/O Psychology: The Department of Behavioral Sciences at HIGH POINT UNIVERSITY invites applications for a tenure-track position in psychology beginning Fall, 1998. Responsibilities will include teaching undergraduate level courses in Industrial/Organizational Psychology, Organizational Behavior, Research Methods, Statistics and other courses which may include Assessment and Evaluation, Intro., or courses in the applicant's specialty area. The position will involve teaching in both the evening adult program and the traditional day program. Minimum qualifications include Ph.D. in psychology by time of appointment and demonstrated potential for excellence in teaching. Send vita, evidence of excellence in teaching,

graduate transcripts, reprints if available, a list of courses you are qualified to teach, and three letters of recommendation to Dr. Jana S. Spain, Chair, Psychology Search Committee, Department of Behavioral Sciences and Human Services, Box 3471 University Station, Montlieu Avenue, High Point University, High Point, NC 27262-3598. **Deadline for receipt of all application materials is January 15, 1998. EOE. NC2**

DEPARTMENT OF PSYCHOLOGY CHAIR SEARCH. Pos. # 39401. The Department of Psychology at **EAST CAROLINA UNIVERSITY** invites applicants for the position of Department Chair. As one of the 17 departments in the College of Arts and Sciences, the Department of Psychology consists of 31 full-time faculty, 300+ undergraduate majors, and over 100 graduate students in school (CAS), clinical (MA), and general (MA) programs. The College of Arts and Sciences is actively developing doctoral programs and applicants with prior experience in such program development are encouraged to apply. The appointment will be effective August, 1998. The successful candidate will have the following qualifications: A Ph.D. in psychology; an established record of excellence in teaching and advising, in research and publication, and in professional service which merits appointment at the rank of Professor with permanent tenure; either previous service as department chair or administrative experience in a doctoral-granting department; graduate teaching experience; and a record of securing grants. As Chair, the appointed individual should be able to demonstrate a capacity for leadership, contribute to the development of the curriculum, oversee recruitment, and help plan for doctoral programs in the Department of Psychology. More information about East Carolina University and the Department of Psychology is available at the University's website at <http://www/ecu.edu/>. Screening of candidates will begin December 5, 1997. Applications will be accepted until the position is filled. To apply send a cover letter and vita with the names, addresses, and telephone numbers of at least three current references to Prof. John Shearin, Search Committee Chair, 106 Messick Bldg, East Carolina University, Greenville, NC, 27858-4353. Finalists will be required to submit written references. Official transcripts are required upon employment. *An Equal Opportunity/Affirmative Action University. Accommodates individuals with disabilities. Applicants must comply with the Immigration Reform and Control Act.* NC3

ASSISTANT PROFESSOR/WAKE FOREST UNIVERSITY. The Department of Psychology announces two tenure-track positions, one in 1) **DEVELOPMENTAL**, with a preference for Aging or Health as the primary area of

interest, and the other in 2) **QUANTITATIVE**, with an active research program in a substantive area of psychology (e.g., health, decision making, organizational, human factors, developmental, personality-social), beginning August, 1998. Applicants for both positions should be broadly trained and should have extensive skills in quantitative analyses and methodology. Evidence of both superior teaching ability and scholarship required. Appointees will teach undergraduate and graduate courses in their areas of expertise, (e.g., **Developmental** -- undergraduate and graduate developmental, adult development, health psychology, developmental research methods, introductory, and possibly statistics, design, and history and systems; **Quantitative** -- undergraduate and graduate courses in statistics, design, methodology, and undergraduate courses such as introductory, courses related to the substantive research area, and possibly history and systems). Both positions involve conducting personal research, supervising research of undergraduate honors and graduate (Master's) students. The department offers BA and research-oriented general MA. Additional information about the department and the university is available at <http://www.wfu.edu/Academic-departments/Psychology/>. **Review of applications will begin December 15, 1997, and will continue until the position is filled.** Send letter of application, resume, graduate transcript, sample publication(s), and three letters of recommendation to 1) **Developmental** -- Developmental Search Committee or 2) **Quantitative** -- Quantitative Search Committee, Department of Psychology, Box 7778 Reynolda Station, Wake Forest University, Winston-Salem, NC 27109. *An Affirmative Action/Equal Opportunity Employer.* NC4

Health Psychology/Developmental Disabilities. **WARREN WILSON COLLEGE** invites applications for a full-time faculty position, beginning August 1998, with generalist teaching abilities and particular expertise in health psychology or developmental disabilities. The successful candidate will be expected to teach Intro to Psychology and Research Methods. Ability to teach courses in one or more of the following areas is desirable: psychology of health and wellness, developmental/learning disabilities, child, adolescent, or adult development, gerontology, social psychology, statistics, or testing and measurement. We seek dynamic and inspiring teachers who are interested in varied instructional strategies and can involve and guide undergraduates in research and internships. Teaching experience, and a Ph.D. in Psychology are required. Warren Wilson is an independent liberal arts college of 650 undergraduates, located on a beautiful 1100-acre campus in the Blue Ridge Mountains. The college offers an education combining study, work, and service and has been widely

recognized as progressive and committed to social, environmental, and global awareness. **Review of applications will begin December 1** and will continue until the position is filled. We desire a diverse faculty and a community that reflects a global outlook. We particularly invite applications from women, ethnic minorities, and members of other groups historically underrepresented in academia. Interested applicants should submit a cover letter, curriculum vitae, official graduate transcripts, and three letters of reference to Dr. Virginia McKinley, Vice President for Academic Affairs, Warren Wilson College, P.O. Box 9000, Asheville, NC 28815-9000. NC5

NORTH DAKOTA

FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA. The Psychology Department at the University of North Dakota is recruiting a full-time tenure-track assistant professor, in General Experimental Psychology with specialty open (e.g., Developmental, Cognitive, Physiological, Social, Quantitative, Educational), for Fall, 1998. Requirements include: a Ph.D. in Psychology (received or expected prior to 9/98); a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); the ability to establish and maintain an active independent research program; evidence of quality teaching skills/potential. The successful candidate will be expected to participate in the department's undergraduate and graduate programs (Ph.D. programs in General-Experimental Psychology and APA accredited Clinical Psychology). *Members of the underrepresented groups, including women and minorities, are strongly encouraged to apply. An applicant for employment who requires accommodation for his/her disability should contact the employing department.* Review of applications will begin immediately and applications will be accepted until the position is filled. A letter of application, curriculum vita, and at least three letters of recommendation should be sent to: Chair, Faculty Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. *UND is an equal opportunity/affirmative action employer.* ND1

OHIO

OHIO STATE UNIVERSITY POSTDOCTORAL FELLOWSHIPS beginning July 1, 1998, are available on a competitive basis through the Graduate School. Tenure is for one or two years. Stipend for a twelve-month appointment is \$24,000 with a reimbursable allowance up to \$500 to help cover the cost of relocation to Columbus. A \$500 allowance also is available during the period of the award to help defray the cost of travel to professional meetings.

Candidates must have received the Ph.D., or comparable professional degree, within the past five years. Applications must be submitted through a member of the OSU psychology graduate faculty. Interested persons should contact an Ohio State psychology faculty member directly and send a resume and description of research interests, indicating specific area (clinical, cognitive/experimental, developmental, industrial/organizational, mental retardation and developmental disabilities, psychobiology, quantitative, or social psychology) by December 1, 1997. Send to the attention of the contacted faculty member, Department of Psychology, The Ohio State University, 142 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210-1222. *An Affirmative Action/Equal Opportunity Employer.* OH1

WITTENBERG UNIVERSITY PSYCHOLOGY DEPARTMENT is seeking an Assistant Professor for a tenure track appointment effective August 1998. We are particularly interested in applicants with expertise in clinical or counseling psychology. The position involves teaching introductory level courses and other courses of interest to non-majors, an advanced research seminar in the candidate's area of expertise, and topics courses in abnormal psychology and counseling. 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 letter of interest, current vita, and three letters of recommendation to Dr. Josephine Wilson, Chair, Department of Psychology, PO Box 720, Springfield, OH 45501. The deadline is January 15, 1998. *Wittenberg University is an Affirmative Action/Equal Opportunity Employer. We encourage women and minority applicants to apply as we are committed to creating an ethically and culturally diverse community.* OH2

CLINICAL PSYCHOLOGY: Pending final administrative approval, the Department of Psychology at **KENT STATE UNIVERSITY** seeks applications for a tenure track position in clinical psychology at the assistant professor level starting in the 1998-99 academic year. Prior to their appointment, applicants must have received a PhD in clinical psychology from an APA accredited program and must have completed an APA-accredited pre-doctoral internship. Any sub area of clinical psychology will be considered as long as research interests and accomplishments are in either of two areas: (1) family issues (e.g., family factors in the etiology or treatment of psychopathology or addictions; domestic violence; family interactions and psychological adjustment of children); or (2) health issues (e.g., psychosocial/clinical aspects of the prevention, etiology, experience, consequences,

or treatment of illness). A postdoctoral fellowship, teaching experience, an established publication record, and strong potential for extramural funding are preferred. The position involves direction of theses and dissertations, supervision of the clinical training of graduate students, and teaching at the undergraduate and graduate levels. Eventual licensing in Ohio is expected. Kent State's clinical training program is APA-accredited and follows a Boulder, scientist-practitioner model. The Department houses a Psychological Clinic and an Applied Psychology Center. More information about the Department is available at our home page (<http://www.kent.edu/~kspsych/psych.htm>). Application deadlines December 1, 1997. Application materials, including a statement of family- or health-related research interests, a curriculum vitae, copies of publications and other supporting materials, and three letters of recommendation, should be sent to Yossef S. Ben-Porath, Chair, Clinical Search Committee, Department of Psychology, Kent State University, PO Box 5190, Kent, OH 44242-0001. *The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as person conducting research with these populations. Kent State University is an Affirmative Action/Equal Opportunity Employer.* OH3

SOCIAL PSYCHOLOGY. Pending final administrative approval, the Department of Psychology at **KENT STATE UNIVERSITY** seeks applications for a tenure track position in social psychology at the assistant professor level starting in the 1998-99 academic year. Applicants should have received a PhD in social psychology prior to their appointment. Any subarea of social psychology will be considered as long as research interests and accomplishments are in the area of social/psychological aspects of health or illness. A postdoctoral fellowship, teaching experience, an established publication record, and strong potential for extramural funding are preferred. The position involves teaching at the undergraduate and graduate levels, including a graduate core social psychology courses as well as other advanced social psychology courses, and direction of theses and dissertations. Information about the Department is available at our home page (<http://www.kent.edu/~kspsych/psych.htm>). Application deadlines December 1, 1997. Application materials, including a statement of health-related research interests, a curriculum vitae, copies of publications and other supporting materials, and three letters of recommendation, should be sent to Mary Ann Parris Stephens, Chair, Social Search Committee, Department of Psychology, Kent State University, PO Box 5190, Kent,

OH 44242-0001. *The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. Kent State University is an Affirmative Action/Equal Opportunity Employer. OH4*

CLINICAL PSYCHOLOGY: THE UNIVERSITY OF DAYTON invites applications for a tenure track position for fall 1998. This position is at the beginning or advanced Assistant Professor level within the Department of Psychology. The position requires a PhD from an APA-accredited program in clinical psychology, strong teaching skills, and demonstrated scholarship. Applicants from any area of clinical psychology will be considered. Interdisciplinary interests (e.g., minority studies, women's studies, family and community studies, psychology and religion) are desirable. The University of Dayton is the largest private university in the state of Ohio. The 18-member Department of Psychology offers master's level program in Clinical (IBAMPP accredited), Experimental/Human Factors (HFES accredited), and General psychology. The position required teaching at undergraduate and graduate levels, supervision of master's theses, and research productivity. Send vita, a letter detailing teaching and research interests, and arrange to have three letters of reference sent to: Dr. John R. Korte, Chair, Clinical Search Committee, Department of Psychology, university of Dayton, Dayton, OH 45469-1430. Applications must be received by January 15, 1998. *The University of Dayton is an Equal Opportunity/Affirmative Action Employer. Women, minorities, individuals with disabilities and veterans are encouraged to apply. The University of Dayton is firmly committed to the principle of diversity. Additional information about the University and the Department of Psychology is available at "http://www.udayton.edu". OH5*

Two Tenure track faculty positions. The Department of Psychology at **XAVIER UNIVERSITY** invites applicants with a doctoral degree to apply for two tenure track positions in clinical psychology beginning Fall 1998. **Position 1:** An Assistant/Associate Professor in a tenure track clinical psychology position beginning Fall 1998. Applicants must have a doctorate degree in clinical psychology from an APA-accredited university and be licensed or license eligible in Ohio. Teaching experience and a publication record are necessary. In addition, the ability to teach applied course (e.g., assessment, intervention/management strategies) in one's area of expertise is also necessary. Demonstrated expertise in empirical research in one of the areas of community, family/group, devel-

opmental/lifespan, multicultural issues or substance abuse is required. Experience and training in multicultural issues is also desirable as is experience and training in group or family/systems intervention. Duties include teaching undergraduate and graduate courses, practicum and dissertation supervision, developing an independent research program, and typical faculty responsibilities. **Position 2:** Geropsychologist with the rank of **Assistant Professor** in a tenure track clinical psychology program. Applicants must have a doctorate degree in clinical psychology from an APA-accredited university and be licensed or license-eligible in Ohio. Teaching experience and a publication record are necessary. Demonstrated expertise in empirical geropsychological research and the experience to teach applied courses (e.g., intervention/management strategies, assessment) are necessary. Geropsychology skills in service delivery and empirically-validated interventions are preferred. Duties include teaching in undergraduate and graduate courses, practicum and dissertation supervision, developing an independent research program, and typical faculty responsibilities. Xavier is a Catholic institution on the Jesuit tradition with over 6,500 students. In the Department of Psychology, there are over 150 students in the undergraduate program and 16 graduate students per class in a newly developed Psy.D. program with a professional-scientist orientation that includes a research-based dissertation. The program offers students training in clinical psychology with subareas of interest in clinical child, severely mentally ill, and geropsychology areas. Applicants should clearly specify whether it is Position 1 or Position 2 to which they are applying and should submit a letter describing teaching, research interests and accomplishments, a curriculum vitae, reprints, and three reference letters (send directly by the recommenders) to W. Michael Nelson III, Ph.D.; Chairperson, Department of Psychology, Xavier University; 3800 Victory Pkwy.; Cincinnati, OH 45207-6511. The final date for applications is January 15, 1998. *Minority candidates are especially encouraged to apply. Xavier University is an equal opportunity employer. OH6*

SOCIAL PSYCHOLOGY POST-DOCTORAL POSITION: The Social psychology program at **OHIO STATE UNIVERSITY** anticipates appointing at least one postdoctoral fellow for the academic year. The fellowships are funded by an NIMH training grant. Postdoctoral fellows would work closely with at least one of the core faculty in the social psychology program (i.e. Bob Arkin, Marilyn Brewer, Tim Brock, John Cacioppo, Jon Krosnick, Rich Petty, Phil Tetlock, Bill von Hippel, or Gifford Weary), and perhaps with one or more affiliated training faculty in allied fields (i.e., Barbara Ander-

son, Gary Berntson, Nancy Betz, Catherine Heaney, Janice Kiecolt-Glaser, John Skowronski, and Michael Vasey). Applicants should submit a CV, three letters of recommendation, a statement describing their research interests and accomplishments, and a statement explaining which one or two faculty members with whom they seek to work and why. **For full consideration, applications should be received by February 1, 1998, but applications will be processed until the position is filled.** Applications should be addressed to Social Psychology Postdoc Committee, c/o Kathlene R. 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. OH7*

DEPARTMENT OF PSYCHOLOGY CHAIR, WRIGHT STATE UNIVERSITY: The 23 full-time faculty members of the Department of Psychology at Wright State University invite applications and nominations for the position of Department Chair. The Chair will have responsibility for over-seeing budgetary, personnel, and curriculum decisions. Psychology is one of the largest departments within the College of Science and Mathematics and is housed in a newly renovated facility with excellent laboratory and teaching space. The Department offers baccalaureate programs in psychology to over 500 undergraduate majors, a masters program, and doctoral programs in Human Factors and Industrial/Organizational psychology. These programs are strong and growing. The Department also participates in the Neuroscience track of the interdisciplinary Biomedical Sciences doctoral program. We are looking for candidates who are familiar with the factors shaping the future of Psychology and who have innovative ideas for fostering continued growth in our graduate and undergraduate programs. Candidates must have a Ph.D. in Psychology or a closely related discipline and a record of excellence in teaching, research, and service. We prefer to make the appointment at the full professor level. We prefer that all candidates have experience in administering programs at the graduate and undergraduate levels, are familiar with strategies related to external funding, and have an administrative style involving shared leadership with the faculty. The position will begin July 1, 1998 or as soon thereafter as possible. Processing of materials will begin January 15, 1998 and will continue until the position is filled. Nominations are encouraged. Applications should include a cover letter, curriculum vitae, and the names of five persons who can address the candidate's leadership skills and experience (letters are not requested at this time). Materials and inquiries should be sent to: Michael

Hennessy, Department Chair Search Committee, College of Science and Mathematics, 134 Oelman Hall, Wright State University, Dayton, OH 45435-0001, e-mail address: mhennessy@desire.wright.edu, phone: (937) 775-2943. *Wright State University is an Equal Opportunity/Affirmative Action Employer. OH8*

COGNITIVE PSYCHOLOGY - MIAMI UNIVERSITY. The Department of Psychology seeks to fill two tenure-track positions in cognitive psychology at the Assistant Professor level with the possibility that one of the positions may be filled at the Associate level. The area of specialization is open. The Department is looking for people with a strong background in the study of cognition, whose teaching and research will contribute to a doctoral program in perception and cognition and a strong undergraduate curriculum. The Department is especially interested in candidates whose expertise permits them to support graduate work using one or more of the following frameworks: computational modeling/cognitive simulations, cognitive neuroscience and cognitive development. Responsibilities include establishing a research program in the applicant's area of interest, graduate and undergraduate teaching, and supervision of doctoral research. Candidates should be willing to contribute to other department programs including applied psychology, human factors and ergonomics. *Women and minorities are especially encouraged to apply.* Applicants should submit a letter describing research and teaching interests and experience, a vita, representative reprints, and three letters of recommendation to: Dr. Leonard S. Mark, Cognitive Search Committee Chair, Department of Psychology, Miami University, Oxford, Ohio 45056. The review of applications will begin on January 2, 1998. *Miami University is an Affirmative Action/Equal Opportunity Employer. OH9*

OKLAHOMA

DEPARTMENT OF PSYCHOLOGY AT OKLAHOMA STATE UNIVERSITY is seeking to fill a **full-time QUANTITATIVE PSYCHOLOGIST** position beginning August, 1998. The position is at the tenure track assistant professor level. All candidates must have completed a PhD from a recognized department of psychology. Candidates are expected to have a strong background in and dedication to scholarly activity, to possess strong methodological and quantitative skills, and have the ability to interact well with colleagues and students. Candidates must also demonstrate the capacity to maintain a high quality research program leading to scholarly publications and extramural funding, and supervise graduate student research. Additional requirements of the position include teaching undergraduate and graduate level

courses in data analysis and experimental design; and consulting with students and faculty on design and statistical issues. Applicants should have a strong background in mathematics and experience in teaching quantitative courses. We also expect the candidate to have a second area of expertise, preferably in cognitive, developmental, structural equation modeling, and/or neuronal modeling. The department has 18 faculty members and offers Ph.D.'s in both experimental and clinical psychology. *The department offers training to a diversified graduate student body, ethnic minority students constitute 30% of the total graduate enrollment.* Applicants are encouraged to visit the OSU web site at <http://pio.okstate.edu>. OSU is located in Stillwater, Oklahoma, an environmentally clean, safe, pleasant city of 40,000 located in north central Oklahoma approximately 70 miles from both Oklahoma City and Tulsa. **For full consideration,** send letter of application, vita, reprints (and preprints), summary of course evaluations and three letters of recommendation by **December 15, 1997** to Dr. Charles I. Abramson, Chair, Quantitative Search Committee, Department of Psychology, OKLAHOMA STATE UNIVERSITY, 215 North Murray, Stillwater, OK 74078-3064. *OKLAHOMA STATE UNIVERSITY is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.* **OKI**

OREGON

The UNIVERSITY OF OREGON Psychology Department invites applications for a position in the field of social and personality development. The position is for a two year appointment with possible renewal for up to four years. Level of appointment is open, but experience in research and teaching is preferred. We are seeking candidates with an active research program and a commitment to excellence in teaching. Applicants should send a vita, a 2-3 page statement on research and teaching interest, selected manuscripts, and have at least three letters of recommendation sent to: Social and Personality Development Search Committee, Department of psychology, 1227 University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be received by December 15, 1997. *The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* **ORI**

The UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track Assistant Professor position in the area of Cognitive or Cognitive/Neuroscience. We are seeking candidates with an active research program and a commitment to excellence in teaching. Research may be in any area of

ognition. Interdisciplinary cooperation is available from established Institutes of Cognitive and Decision Science and/or Neuroscience. Applicants should send a vita, a 2-3 page statement on research and teaching interest, selected manuscripts, and have at least three letters of recommendation sent to: Cognitive Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be received by December 15, 1997. *The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* **OR2**

TWO TENURE TRACK POSITIONS IN HUMAN EXPERIMENTAL PSYCHOLOGY: WILLAMETTE UNIVERSITY seeks to fill one new position with an emphasis in **COGNITIVE PSYCHOLOGY** and one replacement position with an emphasis on **SENSATION & PERCEPTION**. For both positions, we seek individuals with strong backgrounds in experimental psychology who are prepared to teach Introductory to Psychology, Research Methods, Statistics, and an advanced undergraduate seminar in their area of research interest and expertise. Both positions will also involve the development of an introductory lab course in our general education program; we are particularly interested in candidates who could team teach such a course in the area of cognitive science. Our courses are taught in the context of an undergraduate liberal arts curriculum; the normal teaching load for a faculty member who teaches a lab course is five courses per year. For the position in Cognitive Psychology, we seek candidates with research interests and experience in one of the applied domains of cognitive psychology (e.g., in psycholinguistics, memory, decision-making) who are prepared to teach a 300-level survey course in Cognitive Processes each year. For the position in Sensation & Perception, we seek candidates with research interests and experience in sensory or perceptual processes who are prepared to teach a 300-level survey course in sensation & perception. For both positions we are particularly interested in candidates who can make effective use of our new networked computer laboratory in their teaching and in conducting collaborative research with undergraduate students. Both positions will begin in August 1998. Assistant Professor preferred; PhD and previous college teaching experience required. The review process will begin December 15, 1997. Applications should include: (1) a curriculum vitae; (2) three letters of recommendation; (3) a statement of teaching interests; (4) evidence of teaching effectiveness; (5) a statement of research interests; and (6) selected examples of scholarly work. Indicate the position for which you are applying, or specify "both" if your

background is at the interface of these two areas and you wish to be considered for both positions. Please send material addresses to: Cognitive Search or S&P Search, c/o Mary Ann Youngren, Chair, Dept. of Psychology, Willamette University, 900 State St., Salem, OR 97301. *Willamette University is an Equal Employment Opportunity employer. We encourage applications from women and men or diverse racial, ethnic, and cultural backgrounds.* **OR3**

LINFIELD COLLEGE seeks a tenure track cognitive psychologist. PhD required by fall, 1998. Teaching areas include Introduction to Psychology: A Natural Science Approach, Cognition, Experimental Design, Sensation and Perception, and at least one among the following: Attention, Memory, Development, Problem Solving, Decision Making, or Language. Other duties include student advising, committee work, and duties as assigned in a liberal arts college. Teaching excellence is paramount, followed by ability to develop an active program of research involving undergraduates. The Psychology Department consists of 4 full-time and one part-time faculty and is housed in recently renovated quarters. Send a complete vita including teaching experience, application letter, three letters of recommendation, and official transcripts of all college and university work to: Marvin Henberg, Dean of Faculty, Linfield College, 900 SE Baker, McMinnville, OR 97128-6894. Review begins January 1, 1998 and will proceed until position is filled. *AA/E/OE.* **OR4**

Assistant Professor of Experimental Psychology, WESTERN OREGON UNIVERSITY This position will involve an emphasis on human learning and memory and the development of advanced courses in these areas. Strengths in quantitative and research methods are essential. A commitment to offering introductory courses with enthusiasm is also important. Possible additional areas of expertise that could be beneficial include sensation and perception, behavior modification, and psycholinguistics. Position responsibilities include teaching 12 hours of course work per quarter, student advisement, committee work, and maintaining an ongoing research program. 9-month, tenure track appointment. Excellent benefit package. Salary commensurate with experience. Start date: 9/16/98. **Qualifications:** Ph.D. in psychology required. **Application:** Send application letter, vitae, three letters of reference and graduate transcripts postmarked by December 15, 1997 to: Dr. Roshani Shay, Chair, Social Science Division, Western Oregon University, Monmouth, OR 97361, 503-838-8226, shayr@wou.edu. *As an Affirmative Action, Equal Opportunity Employer, Western Oregon University encourages applications from women, members of minority groups and individuals with disabilities.* **OR5**

PENNSYLVANIA

COGNITIVE PSYCHOLOGIST: THE BRYN MAWR COLLEGE Department of Psychology seeks a cognitive psychologist to be appointed to a tenure track position at the rank of Assistant Professor beginning September 1998. Applicants should have an established program of research in cognitive psychology and a strong interest and training in brain/behavior relationships. The position involves a combination of graduate and undergraduate teaching and research supervision. Courses may include cognitive psychology, cognitive neuroscience, and psychological statistics. The successful candidate is expected to participate in the undergraduate Neural and Behavioral Sciences Concentration and the Clinical Developmental Psychology Doctoral Program. Candidates with postdoctoral research and teaching experience are preferred. Send vita, references, and reprints by December 15, 1997 to Leslie Rescorla, Chair, Department of Psychology, BRYN MAWR COLLEGE, 101 N. Merion Ave., Bryn Mawr, PA 19010. *BRYN MAWR is an Equal Opportunity/Affirmative Action Employer. The College wishes particularly to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply.* **PA1**

DEVELOPMENTAL PSYCHOLOGY: The Department of Psychology at CARNEGIE MELLON UNIVERSITY anticipates a tenure-track opening at the Assistant Professor level in the areas of Cognitive, Social/Personality, Perceptual or Language Development. We are seeking candidates with exceptional research records and excellent teaching skills. Send vita, representative publications and three letters of recommendation to: Developmental Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Application deadline: January 1, 1998. *An affirmative action/equal opportunity employer.* **PA2**

Visiting Professor of Psychology. The Department of Psychology at **FRANKLIN & MARSHALL COLLEGE** announces a two-year appointment at Associate or Full Professor rank in its research-oriented undergraduate department; specific area of scholarship open. Extensive research facilities and research support available. Responsibilities involve teaching in an interdisciplinary major (Scientific and Philosophical Study of Mind), including an interdisciplinary capstone course, advanced psychology research course, and courses in area of specialization. The successful candidate will show evidence of exemplary research and teaching at the interface of psychology and philosophy (e.g. cognitive science, cultural or ecological

psychology). Strong secondary interest in philosophy a plus. Initiation and supervision of undergraduate research expected. Review of applications will continue until the position is filled. Send letter of applications, vita, and three letters of recommendation to Terry R. Greene, Chair, Department of Psychology, Franklin & Marshall College, Lancaster, PA 17604-3003. Franklin & Marshall is an affirmative action, equal opportunity employer. **PA3**

CARNEGIE MELLON UNIVERSITY- (2) **NIMH POSTDOCTORAL FELLOWSHIPS**--For training in cognition and individual differences, computational models, cognitive development or cognitive neuropsychology with one or more faculty members - K. Adolph, M. Alibali, J. Anderson, M. Behrmann, P. Carpenter, J. Cohen, M. Just, D. Klahr, R. Klatzky, J. Larkin, B. MacWhinney, J. McClelland, D. Plaut, L. Reder, B. Siegler, H. Simon. Stipend will be \$23,500 per year, renewable for a second year. The candidate must be a U.S. citizen, non-citizen national, or already possess a visa permitting permanent residence. Send a vita and letter describing your research interest, and have three letters of recommendation forwarded by February 15, 1998 to: NIMH Postdoctoral Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. **PA4**

Assistant Professor in Clinical Neuropsychology: The Department of Psychology at **SAINT JOSEPH'S UNIVERSITY** is accepting applications for an anticipated tenure-track faculty position in September, 1998 to support the growth of a robust undergraduate program and a Masters of Science-level graduate program in experimental psychology. We seek candidates who possess a Ph. D. in psychology with a primary specialization and active research program in the area of clinical neuropsychology with a secondary competence in forensic psychology. The successful candidate should be able to offer a variety of undergraduate courses (including introductory psychology, psychological testing, and upper-level specialty courses), graduate courses, and a research program that would complement the current graduate offerings in biopsychology, health psychology, social psychology, learning/cognition, and gerontological services. Minority candidates are encouraged to apply. Salary is negotiable. Candidates should send a letter of application (including a statement of research background and interests), a vita, and three letters of recommendation by December 15, 1997 to: Dr. Paul L. DeVito, Chairperson, Department of Psychology, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131. Saint Joseph's University, a Jesuit university located on the western suburban border of Philadelphia. *EOE/AA*. **PA5**

Assistant Professor of Psychology. PENN STATE CAPITAL COLLEGE seeks applications for a tenure track position beginning Fall 1998. Primary areas of expertise include research methodology, statistics, and human experimental psychology. An earned Ph. D. in psychology by the time of employment and an ongoing research agenda, preferably in an applied area, is expected. Teaching responsibilities may include statistics and research methods at the graduate level and cognition and/or physiological psychology at the undergraduate level. Penn State Capital College is a multi-campus college of Penn State University, with a campus in suburban Harrisburg and one 60 miles north in rural Schuylkill Haven, PA. The locations provide easy access to major Northeast cities including New York, Washington D.C., Philadelphia and Baltimore. The College has a total of 4,500 undergraduate and graduate students. There are seven full-time psychologists and approximately 175 students in the Psychology Program. The program offers a B.S. in Psychology at the Schuylkill and Harrisburg campuses, and an M.A. in Applied Psychology at the Harrisburg campus. This position involves teaching at all College locations. The successful candidate will teach the equivalent of three courses a semester, maintain an active research and publication program, advise students, and provide service. **Review of applications will begin January 5, 1998, and continue until the position is filled.** Interested applicants should submit a letter of interest, vita, and names of three references to: Chair, Psychology Search Committee, c/o Ms. Dorothy Guy, Manager of Human Resources, Penn State Harrisburg, Department APA, 777 West Harrisburg Pike, Middletown, PA 17057-4898. *An Affirmative Action Equal Opportunity Employer. Women and minorities are encouraged to apply.* **PA6**

The Psychology Department at the UNIVERSITY OF PENNSYLVANIA seeks to fill a tenure track junior faculty position in the field of Cognitive Neuroscience. Individuals with strong research programs focused on the neural bases of cognitive functions such as perception, learning, memory, attention, language, or action are encouraged to apply. Applicants should submit their vita, reprints, and three letters of recommendation as soon as possible, and no later than January 5, 1998 to Cognitive Neuroscience Search Committee, Department of Psychology, University of Pennsylvania, 3815 Walnut Street, Philadelphia, PA 19104-6196. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action employer.* **PA7**

Personality/Social Psychologist. The Psychology Department at **LEHIGH UNIVERSITY** is inviting applications for a tenure-track position at the rank of Assistant Professor effective Fall 1998. We seek personality/social psychologists specializing in **SOCIAL COGNITION**, who can contribute to Lehigh's Ph.D. program in Psychology, which emphasizes Human Cognition and Development. Responsibilities will include teaching and research supervision at both graduate and undergraduate levels. Send vita, statement of research and teaching interests, representative publications, and three letters of reference by January 1, 1998 to: Search Committee, Department of Psychology, 17 Memorial Drive East, Lehigh University, Bethlehem, PA 18015. *Lehigh is committed to recruiting, retaining and tenuring women and minorities.* **PA8**

The Department of Psychology intends to make a tenure-track appointment, at the level of Assistant Professor, in **CULTURAL, SOCIAL, OR DECISION-MAKING PSYCHOLOGY**. Social scientists with principal interests in these areas are welcome to apply including those whose backgrounds are in anthropology, sociology, or developmental psychology. All candidates should submit a vita, a statement of research and teaching interests, and any available reprints, preprints, or evaluations of teaching. Candidates should also arrange for at least three letters of recommendation to be sent to the committee. Please send material by December 15 to: Search Committee B, Department of Psychology, **UNIVERSITY OF PENNSYLVANIA**, 3815 Walnut Street, Philadelphia, PA 19104-6196. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action employer.* **PA9**

PENN STATE DEPARTMENT OF PSYCHOLOGY is recruiting for one or two tenured or tenure-track faculty members in **SOCIAL PSYCHOLOGY** for Fall, 1998. Research specialization is open, but we are particularly interested in candidates who study affect, attitudes, or prejudice, stereotyping, and discrimination. We favor candidates who contribute to Departmental needs and interests in racial/ethnic minorities, applied psychology, quantitative methods, adolescence, and personality, and who can contribute to one or more other graduate program areas (Clinical, Cognitive, Developmental, Industrial/Organizational, or Psychobiology). Ranks of appointments are open, and thus inquiries from both junior and senior level candidates are invited. Additional information about the Department may be found at: <http://psych.la.psu.edu>. Send vita, reprints, and 3 letters of recommendation to: **Social Psychology Search Committee, Box B**, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immedi-

ately, but those received by January 15, 1998 will be assured of consideration. Applicants will be considered until positions are filled. *AA/EOE*. **PA10**

PENN STATE DEPARTMENT OF PSYCHOLOGY, is recruiting a tenure-track or tenured faculty (any level, including Professor) to contribute to the Department's strength in **racial/ethnic MINORITIES**. Penn State has a long-standing commitment to training racial/ethnic minority students. For over two decades, over 20% of our graduate students represent racial/ethnic minorities, and a research focus on the psychological study of diversity crosses program areas. The precise area of specialty for new faculty can be within any of our six graduate program areas: Clinical (Adult or Child); Cognitive; Developmental; Industrial/Organizational; Psychobiology; or Social. We are looking for an individual with a strong commitment to working with ethnic minority populations and favor faculty who provide bridges across program areas, and/or contribute to one or more of our Departmental interests/needs in applied psychology; quantitative skills; adolescence; and personality. Additional information about the Department may be found at <http://psych.la.psu.edu>. Informal inquiries and/or nominations for the position may be directed to the Department Head, Dr. Lynn Liben (L33@psu.edu), Department of Psychology, Penn State, University Park, PA 16802. Formal applications should be directed to **Box B** at the same address, and should include a vita, representative papers, and 3 letters of recommendation. Review of applications will begin immediately, but those received by January 15, 1998 will be assured of consideration. Applications will be considered until positions are filled. *AA/EOE*. **PA11**

PENN STATE DEPARTMENT OF PSYCHOLOGY is recruiting a tenure-track or tenured faculty member in **ADULT CLINICAL** psychology for Fall, 1998. We favor candidates who meet one or more of our Departmental interests/needs in neuropsychology, racial/ethnic minorities, adolescence, and personality; and who can contribute one or more other graduate program areas (Child Clinical, Cognitive, Developmental, Industrial/Organizational, Psychobiology, and Social). Additional information about the Department may be found at <http://psych.la.psu.edu>. The position is most likely to be filled at the assistant professor level, but other levels are possible, and thus inquiries from candidates at any level are invited. Send vita, reprints, and 3 letters of recommendation to: **Clinical Search Committee, Box B**, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately, but those received by January 15, 1998 will be assured of

consideration. Applications will be considered until the position is filled. AA/EOE. PA12

POSTDOCTORAL RESEARCH ASSOCIATE -- UNIVERSITY OF PENNSYLVANIA MEDICAL CENTER: Position within the laboratory of Dr. R.L. Doty to assist and co-direct ongoing and future research projects on rodent olfactory psychophysics and psychopharmacology. Applicants should have (i) a Ph.D., M.D., or equivalent, (ii) an excellent command of spoken and written English, and (iii) the ability to contribute, in a major way, to the writing of research reports, papers, and grant applications. Ability to supervise students and lab workers essential. Experience with two or more of the following required: animal psychophysics, stereotaxic electrode placement, HPLC, histology, immunohistochemistry, microdialysis, pharmacology. *Applications from qualified women and minorities are encouraged.* Send letter, CV, and names and phone numbers of 4 references to: Richard L. Doty, Ph.D., Director, Smell & Taste Center, University of Pennsylvania Medical Center, 3400 Spruce Street, Philadelphia, PA 19104. PA13

The ALLEGHENY COLLEGE Psychology Department announces a tenure-track faculty position at the assistant professor level beginning Fall 1998. Applicants must have a major specialty in either **DEVELOPMENTAL SOCIAL** or **SOCIAL PSYCHOLOGY** and a minor specialty in **WOMEN'S STUDIES**. Minimum qualifications are a Ph.D., demonstrated ability to teach upper and lower level courses in major areas and research methods/statistics. The successful candidate will be expected to supervise undergraduate research and develop a research program of their own. In women's studies, candidates must be able to teach introduction to women's studies and/or feminist theory and methods. All faculty at Allegheny College are expected to participate in the liberal studies component of the curriculum, including freshman seminars and writing courses. Preference will be given to candidates who demonstrate a commitment to undergraduate liberal arts education. Allegheny is a highly competitive undergraduate college (90 miles north of Pittsburgh), with an emphasis on excellence in teaching. Send curriculum vitae, letter describing teaching and research qualifications and interests, and three letters of reference by **December 31** to Chair, Developmental/Social Search Committee, Department of Psychology, Allegheny College, Meadville, PA 16335. *Allegheny College is an Equal Opportunity Employer. Women and minorities are particularly encouraged to apply.* PA14

CLINICAL PSYCHOLOGIST. The Psychology Department of ALLEGHENY COLLEGE invites applications for a tenure-track

Bucknell

Tenure Track Position in Education

The Education Department of Bucknell University invites applications for a tenure track position, preferably at the assistant professor level, to begin in August 1998. The ten-member department is part of the College of Arts and Sciences and offers both the BA and BS degree in education with several minors, as well as graduate degrees (both MA and MS) and programs leading to certification in several areas of specialization.

A doctorate in school psychology or educational psychology is required. Eligibility for certification as a school psychologist in the state of Pennsylvania as well as eligibility for national certification in school psychology are required. The successful candidate will be able to teach and conduct empirical research in a broad array of areas relevant to school and educational psychology, including such areas as adolescence, tests and measurement, psychological services, or exceptionalities. Supervision of interns and student research (both graduate and undergraduate) is expected. Teaching certification at the secondary level and ability to supervise student teachers is desirable, but not essential.

Please send a current vita, description of research and teaching interests, and three letters of reference to: Professor Russell Dennis, Department of Education, Bucknell University, Lewisburg, PA 17837.

Review of applications will begin December 1, 1997 and will continue until the position is filled. *Bucknell University encourages applications from women and members of minority groups (EEO/AA).*

PA17

position at the assistant professor level beginning Fall 1998. Minimum qualifications are a Ph.D., demonstrated ability to teach at the undergraduate level, and completion of an APA-accredited internship. Specific area of interest is open, by might include child psychopathology, feminist psychotherapy, or family systems. The successful candidate will be expected to teach at all levels, including liberal arts courses in writing; supervise undergraduate student research, and undertake independent research. Preference will be given to candidates who demonstrate a commitment to undergraduate liberal arts education. Allegheny is a highly competitive to undergraduate college (90 miles north of Pittsburgh), with an emphasis on excellence in teaching. Send curriculum vitae, letter describing teaching and research qualifications and interests, and three letters of reference by **December 31** to Chair, Clinical Search Committee, Department of Psychology, Allegheny College, Meadville, PA 16335. *Allegheny College is an Equal Opportunity Employer. Women and minorities are particularly encouraged to apply.* PA15

COGNITIVE SCIENCE, DEPARTMENT OF PSYCHOLOGY, GETTYSBURG COLLEGE. The Department of Psychology invites applications for a tenure-track position at the Assistant Professor level beginning

Fall, 1998. Candidates for the position should have a Ph.D. in psychology or cognitive science/neuroscience. The successful candidate will be expected to contribute to our rigorous undergraduate psychology major by developing a program of teaching and research which includes a focus on the neural bases of cognition. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Washington/Baltimore metropolitan area. Established in 1832, the College has a rich history and is situated on a 220-acre campus with an enrollment of 2,100 students. *The college seeks to promote diversity in its community through its affirmative action/equal opportunity programs;* included in an attractive benefits package is a Partner Assistance Program. For best consideration, application materials should be received by January 19, 1998. Send letter of application describing teaching and research interests, curriculum vitae, reprints/preprints, and three letters of recommendation to: Janey Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA16

RHODE ISLAND

VISUAL PERCEPTION, BROWN UNIVERSITY: The Department of Cognitive and Linguistic Sciences invites applications for a position in visual

perception beginning July 1, 1998. An appointment will be made either as a three-year renewable tenure-track **Assistant Professor**, or a tenured **Associate Professor**. Applicants should have a strong experimental research program combined with strong computational or theoretical interests in vision, a broad teaching ability in cognitive science at both the undergraduate and graduate levels, and an interest in contributing to an interdisciplinary vision group spanning the departments of applied mathematics, neuroscience, psychology, engineering, and computer science. Applicants should have completed all Ph.D. requirements by no later than July 1, 1998. *Women and minorities are especially encouraged to apply.* Send curriculum vitae, three letters of reference (Assistant Professor level), five letters of reference (Associate Professor level), reprints and preprints of publications, and a one-page statement of research interests to Perception Search Committee, Dept. Of Cognitive and Linguistic Sciences, Brown University, Providence, RI 02912, by **December 15, 1997.** *Brown University is an Equal Opportunity/Affirmative Action Employer.* RI1

Assistant Professor of Psychology. The Department of Psychology at PROVIDENCE COLLEGE is seeking a person in human neuropsychology with competence in applied areas to: (a) teach an introductory survey course

in biopsychology; (b) teach an undergraduate course in which students use relevant research methods to collect, analyze, and interpret empirical data in human neuropsychology in laboratory or field settings; and (c) teach other courses as a function of departmental needs and the successful candidate's area of expertise. The person selected will present evidence of excellence in: (a) undergraduate teaching; (b) the ability to establish an active program of scholarly research; and (c) the ability to engage undergraduate students in research. A doctoral degree in psychology is required. This is a tenure-track position that begins in the fall of 1998. *Women and minority members are encouraged to apply.* Each applicant should send: (a) curriculum vitae; (b) letter describing reasons for interest in the position, current research interests and future directions, and teaching philosophy; (c) reprints/preprints; and (d) official transcripts of all graduate study. Each applicant should arrange to have three letters of recommendation sent. At least one of the letters should speak to the applicant's teaching ability or teaching potential. Completed applications must be received by January 7, 1998. Materials should be sent to: George A. Raymond, Ph.D., Chair, Department of Psychology, Providence College, Providence, RI 02918-0001. Providence College is a Roman Catholic four-year liberal arts college conducted under the auspices of the Dominican Friars. *Providence College is an Equal Opportunity/Affirmative Action Employer.* **RI2**

TENNESSEE

FACULTY POSITION IN SCHOOL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF MEMPHIS invites applications for a tenure track faculty position at the assistant professor level, pending state funding. The university seeks to attract an active, culturally and academically diverse faculty of the highest caliber. The applicant must have a doctoral degree with specialization in school psychology. The department is looking for a candidate with research and teaching interests in the area of psychological and educational interventions, including consultation, and school-based professional experience. The person is expected to obtain health service provider licensing and to supervise students in the department's Psychological Services Center. The Department of Psychology, located in the College of Arts and Sciences has 33 full-time faculty, and offers the PhD in clinical, experimental, and school psychology. School psychology programs also include the Ma/EdS combined sequence jointly sponsored with the College of Education. Faculty in the Psychology Department belong to one or more of 6 research areas. As a primary member of the Child and Family Studies research area, the

faculty member is expected to develop a strong research program in his/her areas of interest and to collaborate with faculty and students in other departmental research areas. The department offers excellent opportunities to develop teaching and research interests that bridge department and college areas. For information contact: <http://www.psyc.memphis.edu/psych.htm>. *The university has a student enrollment of 20,000, including approximately 5,000 minority students, and is located in a racially and culturally diverse metropolitan area of approximately one million people. Approximately 15% of the university's full-time faculty is comprised of racial and ethnic minorities.* Salary is competitive. Applications will be evaluated from December 1, 1997 until the position is filled. Send curriculum vitae, three letters of recommendation, and reprints/preprints to: Tom Fagan, Chair, Faculty Search Committee, Department of Psychology, The University of Memphis, Memphis, TN 38152-6400. *The University of Memphis is an Equal Opportunity Affirmative Action Employer and encourages applications from women and minorities.* **TN1**

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured position at the Associate or Full Professor level in the area of clinical psychology. The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience. The Clinical Science program is APA-approved and a member of the Academy of Psychological Clinical Science. We have excellent collaborative relations with allied departments and institutes, including Psychology and Human Development (Peabody School of Education), Psychiatry and Radiology (School of Medicine), and the John F Kennedy Center for Research on Human Development. Research opportunities are broad, and include access to psychiatric and medical populations. Applicants should send a vitae, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to Clinical Search Committee, Department of Psychology, Vanderbilt University, 111 21st Ave. South, Nashville, TN 37240. Informal inquiries may be sent via email to the Director of Clinical Training, Andrew J. Tomarken, at tomarkaj@ctr.vax.vanderbilt.edu. Review of applications begins immediately. To guarantee consideration, applications should arrive by 15 December 1997. *We particularly invite applications from women and minority scholars.* *Vanderbilt University is an affirmative action/equal opportunity employer.* **TN2**

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position. We seek a scholar who has substantive interests in brain-behavior relationships and methodological expertise in functional magnetic resonance imaging (fMRI). This position complements the University's development of a center for functional neuroimaging. The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience, and individuals in any of these disciplines are encouraged to apply. Applicants should send a vitae, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to fMRI Search Committee, Department of Psychology, Vanderbilt University, 111 21st Ave. South, Nashville, TN 37240. Informal inquiries may be sent via email to the Chair, Timothy P. McNamara, at mcnamara@ctr.vax.vanderbilt.edu. Review of applications begins immediately. To guarantee consideration, applications should arrive by 15 December 1997. *We particularly invite applications from women and minority scholars.* *Vanderbilt University is an affirmative action/equal opportunity employer.* **TN3**

DEVELOPMENTAL-TENURE TRACK. THE UNIVERSITY OF THE SOUTH, commonly known as Sewanee, invites applications for a position at the **Assistant Professor** level. Pending confirmation of funding, the position will begin with the 1998-99 academic year. *A speciality within developmental psychology with interest and competence in social psychology is preferred.* Candidates with a Ph.D. completed by August 1998 are strongly preferred. Applicants should be committed to developing as gifted teachers while maintaining a program of research. Department members are expected to devote considerable time to individual students, including involving them in faculty research. The normal teaching load is six units (class or laboratory) per year; for this position, five units are in psychology (child development, social, jointly conceived introductory course that includes a lab component) and one unit in support of the teacher certification program (educational psychology). Classes have fewer than thirty students, with advanced courses being smaller. The empirically-focused Department consists of six FTE faculty. The other faculty specialties are in cognitive, behavior modification, personality, animal behavior, and abnormal. Starting salary for a Ph.D. without experience was (1997-98) \$37,300 plus outstanding benefits for a nine-month contract. The University is comprised of a highly selective, coeducational, residential college of 1,250 undergraduates and a graduate seminary. While honoring its Episcopal heritage, the

College is non-sectarian in its teaching and recruiting of students and faculty, and strongly protects academic freedom. It is located on 10,000 acres on the Cumberland Plateau between Chattanooga and Nashville, Tennessee. Screening of applicants will begin December 8 and continue until the position is filled; applications completed by January 15 will receive full consideration. Send a letter of application, including an e-mail address if available, curriculum vitae, up to 5 recent publications, and three letters of reference to Dr. Charles Peyser, Chair, Department of Psychology, The University of the South, Sewanee, TN 37383-1000. The University of the South is a Title IX/Section 504/ADA/EOE. For more information write cpeyser@sewanee.edu **TN4**

VANDERBILT UNIVERSITY, Department of Psychology and Human Development, invites applications for a position in clinical psychology at the advanced Associate or Full Professor level. A strong research program in child clinical/developmental-clinical science is necessary. The successful applicant will join the department's APA-approved Clinical Psychology Training Program and its NIMH-funded research training programs. Our clinical program includes faculty who currently conduct research in developmental psychopathology, health psychology, and community-clinical psychology. Please send a statement of interests, vita, reprints, and three references to Judy Garber, Ph.D., Chair, Clinical Search Committee; Department of Psychology and Human Development; Box 512 Peabody; Vanderbilt University; Nashville, TN 37203. The search will begin immediately and remain open until the position is filled. *Vanderbilt University is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* **TN5**

TEXAS

RICE UNIVERSITY Psychology department anticipates openings for Fall, 1998 in **Cognitive Psychology and Industrial/Organizational** psychology. Rank is at the assistant professor level for both positions. Applicants should have a PhD and show promise in teaching and research. Rice University is a highly selective institution located near downtown Houston with ties to the Texas Medical Center, NASA, and the business community. The psychology department has PhD programs in cognitive psychology (including cognitive neuropsychology), human factors/human-computer interaction, and industrial/organizational psychology. For the cognitive position, a promising scholar is sought in the area of cognitive neuropsychology/neuroscience. A variety of specialties will be considered, but there is particular interest in candidates with research and teaching in

perception. For the I/O position applicants are sought with expertise in social/organizational topics, such as work motivation, work-related attitudes, leadership, small groups, conflict, negotiation, work stress, and organizational change/development. Applicants from I/O, social psychology, and organizational behavior programs will be given consideration for the I/O position. Applicants should submit a cover letter, vita, evidence of teaching experience, reprints, and four letters of recommendation to: Search Committee, Psychology Department, MS-25, Rice University, 6100 Main Street, Houston, TX 77005-1892. The decision process will begin December 1, but applications will be accepted until the positions are filled. Minority candidates and women are encouraged to apply. *Rice University is an Equal Opportunity/Affirmative Action Employer.* TX1

THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF NORTH TEXAS seeks applicants for a tenure track position (Assistant or Associate) in Quantitative Psychology. Individuals whose primary area of research is not in quantitative methods need not apply. Teaching assignments will be primarily at the graduate level, including Research Design, Multivariate, Psychometrics and doctoral seminars in one's area of research specialization. Please send a curriculum vita, representative papers and articles, a statement of research and teaching interests, and three letters of recommendation to: Dr. Kevin J. Kennelly, Experimental Program Committee Chair, Department of Psychology, University of North Texas, P.O. Box 311280, Denton, Texas 76203. Applications should be received by January 10, 1998. *The University of North Texas is an Affirmative Action/Equal Opportunity Employer. We encourage women, minorities, and persons covered by the Americans with Disabilities Act to apply.* TX2

BASIC LEARNING PROCESS, ASSISTANT PROFESSOR: TEXAS CHRISTIAN UNIVERSITY invites applications for a tenure-track position to begin fall, 1998. Qualifications include an earned Ph.D., a strong research interest in the area of animal learning (rodents or birds), and commitment to graduate and undergraduate education. The ideal candidate would be interested in basic learning processes as revealed in developmental studies and/or characterized by neural network models. Responsibilities include advising and training of graduate students, and teaching graduate and undergraduate courses, such as, General Psychology, Learning, Developmental Psychology, Behavioral Research, Design and Statistics, and seminars in areas of expertise (e.g. neural works, biological foundations of learning, and/or developmental psychobiology). Our department has 12 full-time faculty members, 35-40 graduate students, 275+ psychology

majors, laboratory facilities for learning and behavioral neuroscience research, and up-to-date computer facilities. Send letter of application, vita, three letters of recommendation, and reprints of representative publications to: Dr. H. Wayne Ludvigson, Chair, Search Committee, Department of Psychology, Texas Christian University, TCU Box 298920, Fort Worth, TX 76129. E-mail: W.Ludvigson@tcu.edu. Information via Internet: <http://www.tcu.edu> and <http://www.psy.tcu.edu/psy/>. Review of applications will begin January 2, 1998. *Texas Christian University is an Equal Opportunity/Affirmative Action Employer and encourages applications from all minorities.* TX3

TEXAS TECH UNIVERSITY PSYCHOLOGY DEPARTMENT has three tenure-track faculty openings at competitive salaries. **Human Factors/Applied Cognition** is being expanded and will be a major focus in our experimental program. Applicants should have training in cognitive psychology, human factors or related area. Specialty is open but ideal candidates will integrate basic research in cognitive psychology (broadly defined) with human factors research in areas such as (but not limited to) medicine and health, instructional technologies or human-computer interaction, elderly and functionally-impaired populations, and transportation. Applied experience is an asset. One position will be filled at assistant professor level. Rank is open for the second position. External funding is desirable. Send applications to Applied Cognition Search Committee; indicate rank for which you are applying. **Developmental:** Specialty is open, but applications related to child development, health, human developmental psychobiology, or child abuse and neglect are encouraged. Position will be filled at assistant professor level. Send applications to Developmental Search Committee. All positions require a doctorate, ability to teach undergraduate and graduate courses, to conduct research that generates publications and has potential for extramural funding, to supervise students, and to provide service to the University. The Department has over 100 doctoral students in experimental (cognition, developmental, social, human factors), clinical counseling (both APA-accredited; <http://www.ttu.edu/~psy/>). Texas Tech is a Research II University and has 25,000 students in a metropolitan area of 200,000 people. Applicants should send cover letter, vita, description of research and teaching effectiveness and interests, reprints, and have three letters of recommendation sent to the appropriate committee, Department of Psychology, Mail Stop 2051, Texas Tech University, Lubbock, Texas, 79409-2051. Initial screening begins Jan 15. *Texas Tech University is an Affirmative Action/Equal Opportunity Employer; applications from women and minorities are strongly encouraged.* TX4

Developmental Psychology. The School of Human Development at The UNIVERSITY OF TEXAS AT DALLAS seeks a tenure-track faculty member starting Fall of 1998. Appointment at the Assistant Professor level is preferred, but exceptionally qualified candidates at the Associate level may apply. Evidence of achievement and potential for a productive program of nationally competitive research is essential for this appointment. We are especially interested in candidates with expertise in one or more of the following areas: (a) social/emotional development, (b) cognitive/language development or (c) quantitative research methods. We seek candidates committed to both undergraduate and graduate teaching. The School of Human Development has an interdisciplinary Ph.D. program encompassing Developmental Psychology, Communication Science, and Cognition and Neuroscience, as well as undergraduate majors in Psychology, Cognitive Science, Neuroscience, and Speech-Language-Pathology and Audiology. UTD is a growing component of The University of Texas System with a tradition of commitment to research and graduate education and recruitment of highly selected undergraduates. It is located in the midst of a corridor of high tech industry and attractive suburbs of Dallas. **Review of applicants will begin December 15.** Applications will be accepted until the position is filled. Please submit a curriculum vita, statement of research and teaching interests, copies of scholarly papers, and three letters of recommendation to: Academic Search # 562, The University of Texas at Dallas, P.O. Box 830688, AD 23, Richardson, TX 75083-0688. Indication of sex and ethnicity for affirmative action statistical purposes is requested as part of the application but not required. *The University of Texas at Dallas is an Equal Opportunity/Affirmative Action Employer, and strongly encourages application from candidates who would enhance the diversity of the University's faculty and administration.* TX5

THE UNIVERSITY OF TEXAS AT EL PASO DEPARTMENT OF PSYCHOLOGY. UTEP's Department of Psychology anticipates two tenure-track appointments effective Fall 1998. Rank is open. Must have Ph.D. Degree, published research, and a demonstrated ability to teach at the undergraduate and graduate levels. Must be able to contribute to either of our applied Ph.D. programs. **Health Psychology:** Must have training in health and clinical psychology, can teach neuropsychological, personality, and intellectual assessment and licence-eligible. **Human Behavior in Organizations:** Applicants in industrial/organizational psychology with interests in traditional areas of personnel research are encouraged to apply. Submit letter of interest, curriculum vita, copies of scholarly papers, a statement of research and teaching interests, and

listing of at least three references (name, address, telephone) or letters of recommendation to Search Committee, UTEP, Department of Psychology, El Paso, Texas 79968. Review of applications begins 01-15-98 and continue until filled. The University does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. TX6

FACULTY POSITION OPENINGS: The Department of Psychology at TEXAS A&M UNIVERSITY anticipates hiring two clinical psychology faculty beginning in Fall, 1998. The first position involves a tenure-track appointment and requires an established record of programmatic research and scholarly productivity. Although rank of appointment is flexible, we anticipate recruiting an established scholar at an advanced rank. Area of research emphasis is not specified. The second position involves a nontenure-track appointment as Director of the department's Psychology Clinic. This 12-month position as Clinic Director includes clinical faculty status and is renewable on a biennial basis. Applicants must possess a Ph.D. in clinical psychology from an APA-accredited program as well as an APA-accredited internship. Both positions involve graduate and undergraduate teaching as well as supervision of students' clinical responsibilities and research. We are particularly interested in candidates who can contribute to clinical training addressing issues of ethnicity and cultural diversity. The clinical psychology program at Texas A&M is APA-accredited and maintains state-of-the-art clinical training and research facilities. Candidates should send a current vita, statement of teaching and research interests, three letters of reference, and relevant (p)reprints by January 15, 1998, to: Douglas K. Snyder, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. *Texas A&M University is an Equal Opportunity/Affirmative Action Employer.* TX7

ST. MARY'S UNIVERSITY, operated by the Society of Mary, is a Catholic University with the mission to foster a community of faith in which people of varied traditions and experiences unite in commitment to an educational venture, in dedication to a life of scholarship, and in service to society. The Department of Psychology, in the School of Humanities and Social Sciences, offers the B.A. in Psychology and Teacher Certification in psychology. The Department also offers the M.A. and the M.S. in Psychology with specializations in Clinical or Industrial Psychology. The department is staffed by five full-time and six part-time faculty members and is committed above all to excellence in teaching. The Psychology major is the largest in the School of Humanities and

Social Sciences. **The Department seeks to fill an assistant professor position (tenure track) in Psychology.** The successful applicant must be able to teach at least three of the following courses: General Psychology (introductory), Tests and Measurements, Experimental Psychology, Learning/Cognitive Theory, Introductory Statistics, Physiological Psychology (graduate level), Advanced Statistics (graduate level). Also, the applicant must be able to teach a graduate course in Clinical Methods, which includes Rorschach (Exner method). Up to two courses per semester might be taught in the evening. Additional duties will include holding office hours and advising students during registration periods, as well as demonstrating scholarly activity. The successful applicant must be supportive of Roman Catholic educational traditions, but need not be of the Catholic faith. Doctoral degree must be completed at time of employment. *Women and minorities are encouraged to apply.* Please forward (1) letter of application addressing interest in the position, (2) curriculum vitae, (3) graduate transcript showing Ph.D. completion, (4) three letters of reference, and (5) evidence of teaching excellence or potential, to Dr. Dizinho, Chair, Psychology Search Committee, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78228. Review of applications begins November 15, 1997, and continues until the position is filled. **AA/EEO. TX8**

ST. MARY'S UNIVERSITY, operated by the Society of Mary, is a Catholic university with the mission to foster a community of faith in which people of varied traditions and experiences unite in commitment to an educational venture, in dedication to a life of scholarship, and in service to society. The Department of Psychology, in the School of Humanities and Social Sciences, offers the B.A. in Psychology and Teacher Certification in psychology. The Department also offers the M.A. and the M.S. in Psychology with specializations in Clinical or Industrial Psychology. The department is staffed by five full-time and six part-time faculty members and is committed above all to excellence in teaching. The Psychology major is the largest in the School of Humanities and Social Sciences. The Department seeks to fill an assistant professor position (tenure track) in Psychology. The successful applicant must be able to teach at least three of the following courses: General Psychology (introductory), Tests and Measurements, Experimental Psychology, Learning/Cognitive Theory, Introductory Statistics, Advanced Statistics (graduate level). Up to two courses per semester might be taught in the evening. Additional duties will include holding office hours and advising students during registration periods, as well as demonstrating

scholarly activity. The successful applicant must be supportive of Roman Catholic educational traditions, but need not be of the Catholic faith. Doctoral degree must be completed at time of employment. *Women and minorities are encouraged to apply.* Please forward (1) letter of application addressing interest in the position, (2) curriculum vitae, (3) graduate transcript showing Ph.D. completion, (4) three letters of reference, and (5) evidence of teaching excellence or potential, to Dr. Janet Dizinho, Chair, Psychology Search Committee, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78228. Review of applications begins November 15, 1997, and continues until the position is filled. **AA/EEO. TX9**

The Department of Psychology, **The University of Texas at Austin**, invites applications for one or more Assistant Professor (tenure-track) positions each in CLINICAL, COGNITIVE, and SOCIAL/PERSONALITY psychology. Candidates at the junior Associate level may be considered in exceptional cases. All areas of clinical, cognitive, and social psychology will be carefully reviewed but the Department is especially interested in recruiting candidates who will foster interaction among subdisciplines within the department (behavioral neuroscience; clinical; cognition/perception; developmental; individual differences/evolution; social/personality; sensory neuroscience). Candidates should have a strong record of research and demonstrated record/potential for excellence in teaching undergraduate and graduate students. Candidates will be expected to contribute to the teaching needs of the department; clinical candidates must be qualified to participate in an APA-approved clinical training program. The Department currently has 42 faculty, will occupy a new Psychology Building within the next few years, and will target several areas for growth in the near future: cognitive science, neuroscience, social/ personality, and quantitative methods. Austin is a beautiful and thriving city of 800,000 people and is known for its exceptional quality of life and pleasant weather. Send vitae, a statement of research and teaching interests, selected reprints/preprints, and three letters of reference to: Dr. David Gilden, Chair, Cognitive Search Committee; Dr. Robert Josephs, Chair, Social Search Committee; or Dr. Michael Telch, Chair, Clinical Search Committee, Department of Psychology, B3800, The University of Texas at Austin, Austin, Texas 78712. Review of applications will begin immediately and continue until the positions are filled. *The University of Texas at Austin is an Equal Opportunity/ Affirmative Action Employer.* **TX10**

UTAH

ASSISTANT PROFESSOR OF PSYCHOLOGY - Tenure Track. The Psychology Department, **WEBBER STATE UNIVERSITY** seeks to hire an individual with demonstrated interests in the applications of psychological or applied social psychology. The successful candidate must have a PhD in Psychology by the time of appointment; evidence of teaching ability; ability and willingness to teach Statistics and Research Methods in addition to Introductory Psychology (which all department faculty teach); evidence of a competence and interest in involving students in research. We offer an student body, a relatively stress-free working, and the spectacular beauty of Utah in exchange for a commitment and dedication to supply the highest quality undergraduate education possible. Applicants are to send a vita, graduate transcripts, and three letters of recommendation to: Psychology Search Committee, c/o Human Resource Department, 1016 University Circle, Weber State University, Ogden, UT 84408-1016. Review of applications begins December 31. Position will remain open until filled. Visit our homepage for further information on Weber State University. www.weber.edu. *Weber State University is AA/EEO.* **UT1**

The **UNIVERSITY OF UTAH** Department of Psychology is considering applications to fill one or more of the following tenure track positions pending budget recommendation at the level of Assistant Professor. Applications will be accepted until November 15, 1997. 1) Applications are invites for the position of **Developmental Psychologist**. Outstanding scholars are sought who can contribute to our program focusing on how development across the life span occurs in interaction with multiple contexts within society (e.g., within family, work, gender, cultures, school, or health institution). The most outstanding candidate will be chosen regardless of area of specialization. Quantitative expertise in investigating development across contexts is highly desirable. Applicants should submit the materials specified below to Dr. Cindy Berg, Developmental Search Committee (psycab@vm.usi.utah.edu). 2) Applications are invites for the position of **Behavioral Neuroscientist**. The current Neural Science Faculty are interested in brain mediation of complex animal behavior and cognition. The ideal candidate will have strong training in neuroscience, in the analysis of complex behavioral systems, and in evolutionary theory, and will have the opportunity to participate in the University's Graduate Program in Neuroscience. Applicants should submit material to Dr. Sheri Mizumori, Neural Sciences Search Committee (mizumori@behsci.utah.edu). 3) In addition, the department invites applications for a position designed to **bridge the Developmental and the Cogni-**

tion and Neural Science programs. The position is open with respect to research interests and training, and is designed to foster interdisciplinary collaboration in the same manner as our successful Clinical Child-Family, Health, and Cognitive-Clinical Neuropsychology programs. Examples of possible research areas include the neurobiology of aging and Alzheimer's, developmental neuropsychology, or the psychobiology of cognitive emotional or social development. Applications for this position should be submitted to Dr. Frances Friedrich, Joint Program Search Committee (friedric@psych.utah.edu). All successful candidates must have strong research programs and commitments to undergraduate and graduate instruction. Send vitae, reprints, and statements of research and teaching interests, and arrange for at least three letters of recommendation to be submitted to the specific search committee chair, Department of Psychology, Behavioral Science Building, University of Utah, Salt Lake City, Utah 84112. Availability of positions is contingent on funding. *The University is an AA/EEO employer and encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.* **UT2**

VERMONT

Postdoctoral Fellowship in Clinical Health Psychology, Department of Psychology, UNIVERSITY OF VERMONT. Funding available for up to five years. Primary responsibilities involve coordinating a NIH-funded randomized clinical trial comparing two psychological interventions for women with newly diagnosed breast cancer. Primary outcomes of the study focus on psychological adjustment and quality of life; opportunity to examine immunologic function in a subsample of patients is available. Duties include coordinating research and clinical staff; overseeing data collection (at two research sites), data management, and data analyses; co-leading groups for patients; and manuscript preparation. Opportunities for involvement in other aspects of psychosocial oncology research program are available, including families coping with risk for breast cancer and psychological effects of genetic testing. Successful applicants must have a strong background in clinical health psychology and/or psychotherapy outcome research, and strong statistical and writing skills. Address inquiries to Bruce E. Compas at b_compas@dewey.uvm.edu. Send letter of interest, CV, and three letters of reference to: Bruce E. Compas, Department of Psychology, University of Vermont, Burlington, VT 05405. Starting date is negotiable, but July 1, 1998 is preferred. Applications will be considered as they are received until position is filled. **VT1**

MIDDLEBURY COLLEGE. The Department of Psychology invites applications for a tenure track position in Educational Psychology beginning September 1998. Area of research interest is open, but the successful candidate must be able to teach courses in Educational Psychology, Special Needs Children and Adolescence (which support the Program in Teacher Education). Candidates with an interest in teaching Introductory Psychology, Research Methods or Statistics will be given special consideration. Appointment at the rank of Assistant Professor (Ph.D.) or Instructor (ABD). Candidates should provide evidence of commitment to teaching excellence and scholarly potential. Send letter of application with a statement of teaching and research interests, curriculum vitae, one or two samples of scholarly work, graduate transcript, and three current letters of recommendation, at least two of which speak to teaching competence to: Bob Osborne, Chair, Department of Psychology; Middlebury College; Middlebury, VT 05753. Applications will be considered until the position is filled. *Middlebury College is an Equal Opportunity Employer, encouraging applications from women and members of minority groups.* VT2

WASHINGTON

ASSISTANT PROFESSOR: PHYSIOLOGICAL/BIOPSYCHOLOGY. The Department of Psychology at WESTERN WASHINGTON UNIVERSITY is seeking candidates for an assistant professor, tenure track position in Physiological/Biopsychology to begin September 1998. The candidate will be expected to teach a range of biopsychology-related courses at the undergraduate and graduate level including Physiological Psychology, Comparative Psychology, and Behavioral Genetics. The candidate should also be prepared to teach courses from among Introduction to Psychology, Sensation, Motivation, and Research Methods, Statistics, and Design. Applicants must have a doctorate completed by September 1998, evidence of successful teaching, an active research program, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. Applicants should send a letter of application, a detailed vita, evidence of skill as a teacher, copies of publications, graduate transcript mailed by the institution(s), and three letters of recommendation mailed by respondents to: Dr. Richard Thompson, Chair, Physiological/Biopsychology Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until January 15, 1998. *Western Washington University and the Department of Psychology are equal opportunity/affirmative action employers, committed to*

building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans are encouraged to apply. WA1

Assistant Psychologist: SEATTLE UNIVERSITY seeks an entry-level assistant professor, tenure track, for Fall 1998 to teach these undergraduate courses: Introduction to Psychology, Statistics/Research Methods as well as an area of specialization: Social or Cognitive Psychology preferred; competence in human factors and qualitative methods an asset. Doctorate Required. The psychology faculty represent a variety of theoretical perspectives (including both empirical and phenomenological traditions.) Housed in the college of Arts and Sciences, the department is an integral part of a Catholic, Jesuit university that is committed to the liberal arts and humanistic education and values of interdisciplinary dialogue both in and out of the classroom. Please send vita, statement describing your attraction to an undergraduate, liberal arts institution, including your teaching philosophy/methods and research interests, evidence of teaching ability, and three letters of reference by January 9, 1998 to Dr. Jan O. Rowe, Chair, Search Committee, Psychology Department, Seattle University, 900 Broadway, Seattle, WA 98122. *Seattle University is an equal opportunity affirmative action employer. Applications from minorities and women are strongly encouraged.* WA2

ASSISTANT PROFESSOR OF PSYCHOLOGY: WASHINGTON STATE UNIVERSITY, Department of Psychology invites applications for a tenure-track position at the Assistant Professor level in the experimental psychology program. Areas of interest include but are not limited to reasoning, problem solving, psycholinguistics, human/computer interaction, and computational modeling of complex learning. The successful candidate for the position must have earned a Ph.D. in cognitive psychology and have the ability to (a) teach upper division undergraduate and graduate courses; (b) supervise research of undergraduate and graduate students; (c) develop and maintain a productive research program; and (d) serve on appropriate departmental and university committees. In addition, the successful candidate will be expected to teach and conduct research in multidisciplinary program addressing the nature and impact of computer-mediated communication and learning. Washington State University at Vancouver-Washington State University is a multi-campus comprehensive land grant institution, with a commitment to undergraduate and graduate instruction, research, and extension. The Vancouver campus is a new campus (est. 1989) of the Washington State University system offering upper division undergraduate and graduate instruction.

It is located in the Portland metropolitan area and has approximately 1300 students. Interested candidates should submit a letter of application indicating the position of interest, vitae, reprints/preprints, and three letters of recommendation to: Dr. Randall Kleinhesselink, Co-chair; Cognitive Psychology Search Committee; WSU Vancouver; 14204 N.E. Salmon Creek Avenue; Vancouver, WA 98686. Review of applications will begin December 15, 1997. *Washington State University is an EO/AA educator and employer. Protected groups are encouraged to apply.* WA3

ASSISTANT PROFESSOR OF PSYCHOLOGY: WASHINGTON STATE UNIVERSITY, Department of Psychology invites applications for a tenure-track position at the Assistant Professor level in the experimental psychology program. Applications are sought in the area of industrial/organizational psychology with demonstrated expertise in statistics. Candidates must have a strong commitment to develop a research program. The successful candidate for the position must have earned a Ph.D. in industrial/organizational psychology and have the ability to (a) teach upper division undergraduate and/or graduate courses in industrial/organizational, elementary and advanced statistics, and tests and measurements or human factors; (b) supervise research of undergraduate and graduate students; (c) develop and maintain a productive research program; and (d) serve on appropriate department and university committees. Preference will be given to candidates with a strong background in computer applications. Washington State University at Vancouver-Washington State University is a multi-campus comprehensive land grant institution with a commitment to undergraduate and graduate instruction, research and extension. The Vancouver campus is a new campus (est. 1989) of the Washington State University system offering upper division undergraduate and graduate instruction. It is located in the Portland metropolitan area and has approximately 1300 students. Interested candidates should submit a letter of application indicating the position of interest, vitae, reprints, and at least three letters of recommendation to: Dr. Randall Kleinhesselink, Chair; Industrial/Organization Psychology Position; WSU Vancouver; 14204 N.E. Salmon Creek Avenue; Vancouver, WA 98686. Review of applications will begin December 15, 1997. *Washington State University is an EO/AA educator and employer. Protected group members are encouraged to apply.* WA4

WYOMING

The Psychology Department at the UNIVERSITY OF WYOMING has an opening for a tenure track position in Social Psychology at the

Assistant Professor rank to begin fall, 1998. Position responsibilities include: teaching undergraduate and graduate courses, advising, research supervision of graduate students, and the development of a productive research program. Typical teaching responsibility is two courses per semester for research active faculty and will include an undergraduate course in social psychology (taught annually). In addition, this faculty member could teach an advanced graduate seminar related to area of research interest and participate in our team taught introductory psychology course. The department offers doctoral training in experimental and clinical psychology. Areas of social psychology that fit well with our training programs include but are not limited to: psychology and law, health psychology, mental health service delivery, substance abuse, child abuse and domestic violence, race and gender issues, and sports psychology. Laramie is a small university community (population 30,000) with many outdoor recreational opportunities and access to Denver, Boulder, and Ft. Collins. Review of applications will begin December 15, 1997, and continue until the position is filled. Submit a letter describing research and teaching interests, vita, representative publications, and three letters of reference to: Narina Nightingale, PhD, Chair, Social Psychology Search Committee, Department of Psychology, University of Wyoming, Laramie, WY 82071-3415. Email: narina@uwyo.edu. *UW is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.* WY1

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. Of particular interest are candidates with expertise in the biological bases of psychopathology and behaviour disorders. Duties include teaching in both the undergraduate and graduate programs. A Ph.D. in psychology is required for this position. Candidates should have a promising publication record and program research. Enquiries and applications, with a 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., North York, Ontario, Canada M3J 1P3. **Deadline for applications is January 1, 1998.** *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 of Canada. All positions at York University are subject to budgetary approval.* CNI

Lectureship/ Senior Lectureship in Clinical Psychology

Department of Psychology
Faculty of Science

Vacancy 914APS

We seek applicants for this position within the Professional Psychology Unit.

Applicants should hold a Doctorate degree and a postgraduate qualification in clinical psychology plus clinical experience and must have a proven teaching and research record. A sensitivity to gender and cultural issues is important. Applicants with experience in adult or child and family clinical psychology are welcome. Current staff members associated with clinical psychology training have interests in addictions, clinical neuropsychology, learning disabilities, psychoses, trauma, child abuse, individual and family therapy, and neurorehabilitation. There are excellent opportunities for collaborative research with psychologists and other health professionals within the wider community.

If appointed you will be expected to maintain an active research programme, and to contribute to administrative duties in the Psychology Department as well as the Professional Psychology Unit.

Commencing salary will be established within the ranges NZ\$44,250 - NZ\$53,250 per annum (Lecturer), or NZ\$65,250 - NZ\$76,500 per annum (Senior Lecturer).

Further information and Conditions of Appointment should be obtained from the Academic Appointments Office, telephone 64-9-373 7599 ext 5789, fax 64-9-373 7023, email: appointments@auckland.ac.nz

Further information about The University of Auckland can be found at <http://www.auckland.ac.nz>

Three copies of applications should be forwarded to reach the Assistant Registrar, Academic Appointments Section, The University of Auckland, Private Bag 92019, Auckland, New Zealand, by **19 January 1998**.

Please quote Vacancy 914APS in all correspondence.

ASSISTANT REGISTRAR, ACADEMIC APPOINTMENTS



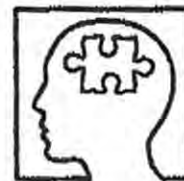
New Zealand

The University has an equal opportunities policy and welcomes applications from all qualified persons

NZ1

YORK UNIVERSITY, Toronto, Canada. Applications are invited for a tenure-track position at the assistant professor level in **Cognitive Neuroscience**, in the Department of Psychology, Faculty of Arts. Of particular interest are candidates with expertise in any area of "higher" cognition (reasoning, memory, problem-solving, language, etc.) Experience with current neuroimaging technologies (PET, MRI) and/or with computational or quantitative models or neurocognitive processes would be an asset. Duties include teaching in both the undergraduate and graduate programs. A Ph.D. in psychology is required for this position. Candidates should have a promising publication record and program of research. Enquiries and applications, with a 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., North York, Ontario, Canada M3J 1P3. **Deadline for applications is January 1, 1998.** 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 of Canada. All positions at York University are subject to budgetary approval. CN2

UNIVERSITY OF TORONTO AT MISSISSAUGA, Department of Psychology, invites applications for a tenure-track position (beginning July, 1998), at the rank of Assistant Professor in **BEHAVIORAL NEUROSCIENCE/NEUROBIOLOGY WITH AN EMPHASIS ON ANIMAL WORK IN DEVELOPMENT OR COGNITION.** The candidate must have a Ph.D., a strong research record, and a commitment to excellence in teaching. Salary will be commensurate with qualifications and experience. A curriculum vitae, teaching portfolio and three letters of recommendation should be sent to Prof. Thomas Alloway, Department of Psychology, University of Toronto at Mississauga, Mississauga, Ontario, Canada, L5L 1C6. Application deadline is **December 1st, 1997.** In accordance with Canadian immigration requirements, this advertisement is directed to citizens or permanent residents of Canada. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal peoples and persons with disabilities. CN3



The Max Planck Institute for Psychological Research, Munich, Germany, announces the availability of a

POSTDOCTORAL FELLOWSHIP

to be granted as of January 1998. A second year renewal is possible. Candidates who pursue experimental research in the area of action planning, linkages between perception and action, motor control, and related fields are encouraged to apply by November 15, 1997.

Prof. Wolfgang Prinz, Director
Max Planck Institute for Psychological Research
Leopoldstrasse 24
D-80802 Munich, Germany
Phone: +int. - 89 - 38 602 280
Fax: +int. - 89 - 38 602 203
Email: prinz@mpipf-muenchen.mpg.de

GM1

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How to Use the Job Subject Index

To help readers easily find position openings of direct interest, use the **Subject Areas Index** found at the end of the *APS Employment Bulletin*. The job listings themselves are organized by **geographic area**, but the **subject area** index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of **SUBJECT AREAS** at the end of the job listings.

Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening's location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code "FL10."

Individual subject areas listed in the **SUBJECT AREAS** list may be followed by more than one code, indicating that more than one job relates to that specific subject area. Each code following an individual subject area represents one specific position opening. The subject list will vary in content across issues of the *Bulletin*.

Editor's Note: Subject indexing is not intended to be exhaustive. Readers should browse the job listings for a thorough exposure to available openings. Comments regarding indexing are welcome.

NEW ZEALAND

LECTURER IN CLINICAL PSYCHOLOGY, THE UNIVERSITY OF OTAGO, DUNEDIN, NEW ZEALAND. Applications are invited from women and men for a lectureship in the Department of Psychology (equivalent to tenure-track Assistant Professor). Applicants must hold a postgraduate qualification in clinical psychology, and have a proven commitment to research. The successful applicant will be expected to contribute to undergraduate and graduate teaching and research supervision, and to be involved in clinical supervision. An appropriately qualified candidate may be appointed at a higher level and it is

possible for an appointment to be made on a part-time or fixed-term basis. Enquiries may be made to the Head of the Department, Professor J. Miller, e-mail psychod@psy.otago.ac.nz, fax 64 3 479 8335. Intending applicants should write for application instructions from the Deputy Director, Personnel Services, University of Otago, PO Box 56, Dunedin, New Zealand, fax +64-3-474 1607. Applications should quote reference number A97/98 and be made to the Deputy Director by 15 March 1998. *Equal opportunity in employment is University policy.* Grant O'Kane, Personnel Administrator, Personnel Services, University of Otago, PO Box 56 Dunedin. Telephone +64-3-479 8257, Fax +643-479 5059. NZ2

ATTENTION ADVERTISERS

As of July 1998, there will be new deadlines for placing an ad in the *Observer*. As of that date, ads will be due by the 1st of the previous month (for example: August 1 for the September issue), instead of the current due date of the 15th of the previous month. The *Observer* is doing this in response to reader suggestions that the publication come out more towards the beginning of the month, rather than the middle of the month. For further information, or a copy of the rate card and editorial calendar, contact:

Kristen Bourke ♦ Communications Assistant
APS Observer

1010 Vermont Ave. NW, Ste.1100
 Washington, DC 20005

tel.: 202-783-2077 ext. 3028 ♦ fax: 202-783-2083
 email: kbourke@aps.washington.dc.us

Email ad text to:

kbourke@aps.washington.dc.us

American Psychological Society



Tenth Annual Convention

May 21-24, 1998

Washington, DC

Printed in the United States of America.



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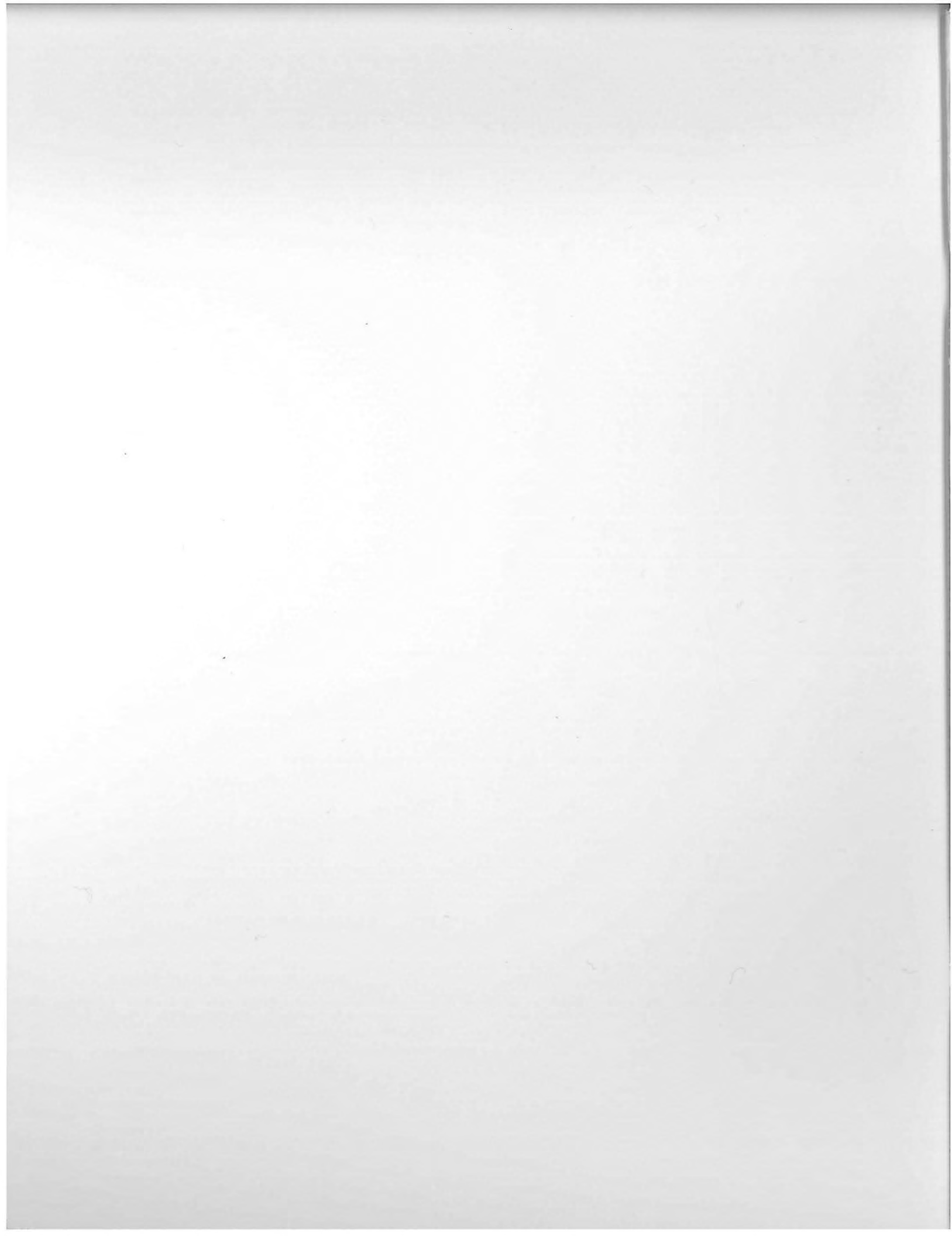
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OBSERVER

Published by the American Psychological Society

Vol. 10, No. 5

September 1997

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A Decade of APS 10

Elizabeth Loftus Is APS President-Elect

Joseph Steinmetz and Jerome E. Singer Join Board; Mahzarin Banaji is Secretary

This year, as APS nears its 10th birthday, its members have chosen two new board members and a president-elect who symbolize the excellence, achievement, and progress in scientific psychology that APS has come, in its short life, to represent.

Elizabeth Loftus, of the University of Washington-Seattle, was voted president-elect, while Joseph Steinmetz, of Indiana University, and Jerome E. Singer, of the Uniformed Services University of the Health Sciences, became the newest members of the APS Board. Additionally, Mahzarin Banaji, of Yale University, has been appointed Secretary.



Loftus

“With the presence of Joe, Jerry, and Mahzarin on the Board, and with Beth serving as president-elect, APS’s position as a leading advocate, and facilitator of

SEE ELECTION ON PAGE 35

No Lonely Psychologists at Heart, Lung, Blood Institute

The NIH’s cardiac, pulmonary, and circulatory research portfolio includes substantial number of psychologists as principal investigators

Psychologists can take heart in the fact that the scope of the National Heart, Lung, and Blood Institute’s (NHLBI) intramural and extramural behavioral sciences research effort is substantial. In fiscal year (FY) 1996, the Institute spent more than \$87 million overall on behavioral research related to heart, lung, and blood diseases within a total institute budget of \$1.294 billion.

And, as has come to be the custom of the *Observer* to focus on the behavioral science research commitments of federal agencies, we highlight in this issue some of the particulars behind NHLBI’s considerable psychological science research expenditure. (See page 3 for a list of the 63 psychologist Principal Investigators (PIs) who

SEE NHLBI ON PAGE 3

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NATIONAL MEDAL OF SCIENCE

APS William James Fellow and founding editor of *Psychological Science* William K. Estes will be awarded the prestigious 1997 National Medal of Science by the President in a White House ceremony in October. Watch for coverage in the November 1997 *Observer*...

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Health and Behavior Research at NHLBI

Claude Lenfant
Director

National Heart, Lung, and Blood Institute

Cardiovascular diseases remain the leading cause of death and a major cause of disability and lowered quality of life for both men and women in the United States. An estimated 13 million people have coronary heart disease (CHD). Each year there are an estimated 1.5 million myocardial infarctions (MI) and 500,000 deaths from MIs. The costs of heart disease in the United States, both direct and indirect, exceed \$180 billion per year. Lung and blood diseases add more than \$80 billion in costs.

Behavioral and psychological factors contribute a large share to the burden of these diseases. With the help of psychological science, we at the National Institutes of Health (NIH) have made significant strides toward understanding some of these, but we have a long way to go. Since its creation in 1948, NIH's National Heart, Lung, and Blood Institute (NHLBI) has made behavioral science research an important component of the Institute's research agenda. As the NHLBI approaches its 50th anniversary, I'd like to share with you some of the significant findings over the years and give you an overview of our current program.



Depression and Social Support

A few years ago, strong evidence became available showing that heart attack patients who are depressed or have few people to count on for social support are more likely to die or to experience another heart attack.

These findings were troubling but suggested that treating depression and enhancing social support might extend life and reduce future heart attack risk for these patients. Recently, the Institute launched a major clinical trial, Enhancing Recovery in Coronary Heart Disease Patients (ENRICH), to determine whether treating depression and enhancing social support will prolong life or reduce the risk of another heart attack.

Other psychosocial factors contributing to cardiovascular diseases are also being investigated, including the influence of personality on risk of coronary heart disease and the effects of chronic and acute stress.

Socio-economic Status and Health

There is substantial epidemiological evidence that health is directly related to socio-economic status (SES). Therefore, it is not surprising that there is a strong relationship between cardiovascular disease and SES. However, traditional risk factors and access to health care do not fully explain the effects of SES on health. Other contributing factors include personality variables, differential availability of social support and coping mechanisms, and excess environmental stress. Some studies have found that limited decision latitude at work is associated with increased incidence of cardiovascular disease. It is likely that several or all of these influences act simultaneously to different extent in different individuals. Effective disease prevention will depend on improved understanding of the relationships between SES and health.

Mental Stress and Myocardial Ischemia

In recent years, it has become clear that mental stress can trigger episodes of myocardial ischemia. Although the mechanisms through which mental stress produces myocardial ischemia are not well understood, characteristic changes in sympathetic response and blood circulation have been described. These changes are hemodynamically different from changes observed during exercise stress testing, and may help to identify

SEE LENFANT ON
September

received research support in FY 1996, to the tune of about \$20 million in total funding.)

The majority of the NHLBI's funds support investigator-initiated research on how factors such as cardiovascular reactivity, personality, emotions, and socioeconomic status influence health and the course of illness. Many of these studies are applied research, but some are basic science and include research on humans as well as animal models, forming the foundation for applied research on treatments and prevention.

Epidemiologic studies have shown that factors such as hostility, depression, and social isolation increase the likelihood of both developing and recovering from coronary heart disease. This evidence has led psychologists to tackle the difficult task of developing effective interventions. The NHLBI has supported that effort by conducting several large collaborative studies on the effectiveness of particular psychosocial interventions.

Other articles in the *APS Observer's* federal research grant series include focus on psychologist PIs whose research was funded by the following institutes at the National Institutes of Health:

<u>Research Funding Institute</u>	<u>Observer issue</u>
The National Institute on Aging	March 1997
National Institute on Child Health and Human Development	July/August 1996
National Institute on Neurological Disorders and Stroke	May/June 1996
The National Institute on Alcohol Abuse and Alcoholism	November 1994
The National Institute on Drug Abuse	September 1993
The National Institute of Mental Health	March 1992

Not all federal agencies can extract the psychologist PI data from their archives but are major supporters of psychological research nonetheless. One such is the Centers for Disease Control and Prevention, which was featured in the May/June 1997 *Observer*.

For example, the Enhancing Recovery in Coronary Heart Disease Patients (ENRICHED) clinical trial, will determine whether treating depression and perceived lack of social support will enhance recovery in heart attack patients. Six of eight principal investigators in that multi-center clinical trial are psychologists. All

SEE **NHLBI** ON PAGE 48

Feeling Lonely?
While we have scoured the National Heart, Lung and Blood Institute grant list fairly well, we admit that we have missed a psychologist or two. If your name *should* be among those listed here (because you received a FY1996 grant from the NHLBI), drop a line and we will publish a correction in the next available *Observer* issue.

NHLBI Projects Whose PIs Are Psychologists

Fiscal Year 1996

Principal Investigator	Affiliation	Grant Title
Barefoot, John	Duke Univ.	Hostility, Depression, Social Environment and Coronary Heart Disease I
Berntson, Gary	Ohio State Univ.	Psychophysiology and Anxiogenesis
Blumenthal, James	Duke Univ.	Behavioral Treatment of Hypertension
Blumenthal, James	Duke Univ.	Enhancing Recovery in Coronary Heart Disease
Burg, Matthew	Yale Univ.	Enhancing Recovery in Coronary Heart Disease
Carney, Robert	Washington Univ.	Depression and Coronary Heart Disease
Carney, Robert	Washington Univ.	Enhancing Recovery in Coronary Heart Disease
Coyne, James	Univ. of Michigan	Social Support and Cardiovascular Disease
Curry, Susan	Center for Health Study	Pediatric Smoking Cessation Study
Dew, Mary	Univ. of Pittsburgh	Mental Health and Compliance in Cardiac Transplantation
Ewart, Craig	Syracuse Univ.	Anger and Cardiovascular Risk in Urban Youth
Freedman, Robert	Wayne State Univ.	Raynaud's Treatment Study
Freedman, Robert	Wayne State Univ.	Behavioral Treatment of Raynaud's Phenomenon
Gerin, William	Cornell Univ.	Cardiovascular and Cortisol Effects of Social Support
Girdle, Susan	Univ. of North Carolina	Smoking Estrogen and Cardiovascular Health in Women
Glasgow, Russell	Oregon Research Inst.	Planned Parenthood Smoking Intervention for Lung Health
Goldstein, Iris	Univ. of California	Ambulatory Blood Pressure and Job Stress in Nurses
Haythornthwaite, Jennifer	Johns Hopkins Univ.	Effects of Behavioral Stress on Blood Pressure Control
Hollis, Jack	Center for Health Research	Primary Care Prevention for Lung Health
Hovell, Melbourne	San Diego State University	Reducing Environmental Tobacco Smoke Exposure in Latino Asthm
Hurwitz, Barry	Univ. of Miami	Dynamic Autonomic Assessment in Diabetic Neuropathy
Jeffery, Robert	Univ. of Minnesota	Improving Participation in Worksite Smoking Programs

NHLBI Psychologist Grants in FY 1996

Continued on page 47

Research Gets Two Thumbs Up!

Congress Shows NIH the Money

Although summer blockbuster movies are often science fiction, here's a review of a big hit about science (funding) fact. So sit back, grab some popcorn, and let us entertain you....

Who says there are no more happy endings?

For psychology researchers, this year's boffo hit is the story of research funding at the National Institutes of Health (NIH). The plot has Congress (picture Jimmy Stewart) telling the \$13-billion NIH to train more behavioral scientists and pursue new directions in behavioral research. And it's done against the backdrop of an annual budget for NIH that will be increased at least 6 percent in fiscal year (FY) 1998, which begins on October 1. Talk about your two-fers: money and behavioral science. Like Bogey said in *Casablanca*, "I think this is the beginning of a beautiful friendship."

The story gets better in the details. Within NIH's increase, the institutes that are among the leading supporters of behavioral and social science research are receiving above-average increases. Those include the National Institute of Mental Health (NIMH), the National Institute on Drug Abuse (NIDA), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA). Other institutes that support behavioral research, including child health and human development, aging, and neurology, also received significant increases.

As Time Goes By

At press time, the final scene for NIH has not been shot. That will be done when Congress returns from summer reruns. But if the traditional editing process holds, look for the House and Senate to split the difference between their proposed increases for NIH: 6 percent in the House, 7.5 percent in the Senate. Not bad, especially considering the Administration requested only a 2.6

percent increase for NIH.

The favorable treatment from Congress signals the continued exemption of NIH from the deficit reduction cuts being sustained by many other federal programs. It is also a far cry from the box office bomb of two years ago, when NIH and other federal agencies were twice shut down for extended periods because annual funding for the government was allowed to lapse by warring politicians.

Play It Again, Sam

While their numbers may diverge, the House and Senate are of a single mind where behavioral science at NIH is concerned. They praised the NIH Office of Behavioral and Social Sciences Research for increasing support for National Research Service Awards (NRSAs) to behavioral scientists at various institutes. This is seen by Congress as a step toward implementing the recommendations of the National Academy of Sciences, which called for a one-third increase in NRSAs for behavioral scientists, while putting NRSAs for biomedical scientists in a holding pattern.

Another behavioral science training initiative—B/START (Behavioral Science Track Awards for Rapid Transition)—also got a congressional nod, with both the House and Senate encouraging the wider use of B/START at NIH.

Several institutes were singled out for praise for their efforts in behavioral science. For example, NIDA received special notice for its efforts to increase the number of cognitive scientists studying issues relating to drug abuse, and NIAAA was commended for its efforts to bring new behavioral science perspectives into its portfolio. NIMH was encouraged to implement its behavioral science research

plans and to develop new mechanisms to increase the connections between basic behavioral science and biological and clinical research. Both instructions also were included in the last year's congressional directives.

The relevant excerpts of the FY 98 congressional appropriations reports are featured in the accompanying box on page 5.

Here's Looking at You, Kid

APS was instrumental in bringing these behavioral science research issues to the attention of Congress. (See the APS web site at <http://psych.hanover.edu/APS> for our testimony on NIH appropriations.) In addition, APS advocates for the NIH budget as a whole. Executive Director Alan Kraut is Past-President of the Coalition for Health Funding, an umbrella organization of more than 50 national associations representing over 40 million professionals, consumers, and volunteers. He also sits on the Steering Committee of the Ad Hoc Group for Medical Research Funding, a coalition of more than 70 national associations. These two groups are Washington's leading advocates for the NIH budget.

"We are extremely pleased with this year's budget," said Kraut, "both in terms of the increased budget for NIH overall and the congressional attention given to behavioral science. It means that NIH has the funds to do what Congress has been pushing for: to increase the number of behavioral scientists conducting NIH research and to increase the kinds of behavioral research that NIH supports."

And that's a wrap.

Double Feature: Behavioral Science Also Stars at NSF

Behavioral and social science research—in particular, the Human Capital Initiative (HCI)—also has a starring role in the FY 98 budget for the National Science Foundation (NSF).^{*} It was one of only a few areas that the Senate Appropriations Committee highlighted in its annual report on the \$3 billion-plus agency.

In what amounts to a rave review, the Senate expressed strong support for the behavioral and social sciences directorate at NSF and continued its several-year trend of encouragement for the HCI, which involves basic research on issues of national concern that are behavioral in nature. Most notably, the Senate focused on this year's HCI workshop on basic research in psychology, which was organized by APS (see the July/August 1997 *Observer* for details). APS has worked with the Senate to maintain the visibility of and support for the HCI during the turbulent budget debates of the past few years.

^{*} The HCI is a national behavior science research agenda developed by the psychological science community under the auspices of APS and adapted as an NSF initiative. See the APS web site for more information.

Close-Up

All right, Mr. DeMille, we're ready for the close-up. Here's the Senate's script:

The [Senate Appropriations] Committee continues its strong support for NSF's directorate in the behavioral and social sciences, which has made impressive strides since its establishment. These include the development of the Human Capital Initiative, which guides funding priorities by tying basic research to national concerns, which have behavior at their core. The Committee understands that the Foundation sponsored a workshop on basic research in psychology that should guide Human Capital support in cognitive science, social and developmental psychology, and multi-disciplinary research that crosscuts with biology, engineering, education, physics, and others. The Committee applauds this effort and looks forward to hearing about accomplishments of the Human Capital Initiative in the FY 99 appropriations process.

A Fiscal Cliff-hanger

In July, the House proposed a 6.6 percent increase for NSF as a whole (and

a slightly higher percentage increase for just the research portion of the NSF budget), while the Senate came in at 3.3 percent for NSF (again with a slightly higher percentage for research).

As with all FY 98 appropriations, we have to wait until the end of September for the final reel, both for NSF overall and for the FY 98 allocation to behavioral and social science programs.

Don't look for any big surprises—usually, they just split the difference between the two to come up with the final NSF budget.

We'll keep you posted on the rest of the story. But for now, th-th-that's all, folks. (See the APS web site at <http://psych.hanover.edu/APS> for our testimony on behavioral research and the FY 98 NSF budget.)

Behavioral science proposals sought by NSF's Science & Technology Centers Program ... see page 25 ...

Excerpts from the FY98 Congressional Reports On NIH Appropriations

Office of the NIH Director

Both the House and Senate said...

Training—The [Appropriations] Committee understands that the Office of Behavioral and Social Sciences Research is providing support to individual institutes to supplement their National Research Service Awards (NRSAs) for behavioral science researchers. The Committee is encouraged by this initiative, and sees it as a step in a broader, NIH-wide strategy for implementing the recommendations of the National Academy of Sciences.

Young investigators—The Committee is pleased that three institutes—NIMH, NIDA, and NIA—

have established small grant mechanisms for young investigators in behavioral science research. The Committee continues to encourage other National Institutes to develop mechanisms similar to these Behavioral Science Track Award for Rapid Transition (B/START) programs.

National Institute of Mental Health

The House and Senate said...

The Committee is aware that NIMH is undergoing a reorganization to improve connections between basic and clinical research and links between disciplines, and to reflect promising new directions in mental health research. The Committee

applauds this approach. The Committee looks forward to the NIMH Director's update of these issues for the Committee.

The House added...

The Committee ... views [this approach] as consistent with past Committee efforts to encourage NIMH to implement its national advisory council's report on behavioral research, and to encourage new mechanisms to develop basic behavioral researchers who are sensitive both to clinical and biological issues.

SEE NIH ON PAGE 15

How Do Professional Schools' Graduates Compare With Traditional Graduates?

Study examines EPPP scores in relation to various training variables

Psychology students who graduate with a professional degree (e.g., PsyD) do not perform as well as traditional PhD clinical psychology program graduates on one of the most important national standard tests for those pursuing careers in clinical practice, the Examination for Professional Practice in Psychology, (EPPP). This is according to research published in a companion article to this story published in the September 1997 issue of *Psychological Science*.*

The researchers found that higher EPPP scores were associated with larger faculty-to-student ratios, smaller-sized clinical programs, and traditional versus professional program orientation. According to the study's authors, earlier research on EPPP scores has consistently revealed that licensure candidates with the traditional clinical psychology PhD do better on licensing exams than non-traditional candidates (e.g., EdD, PsyD).

Asserting that EPPP scores may provide one of the most objective criteria "by which the adequacy of clinical psychology training programs may be evaluated," the researchers decided to examine several variables associated with the different training environments to determine their correlation with EPPP performance. These variables include the number of students and faculty, grade-point average admission requirements, GRE admission requirements, research versus applied orientation, and factors related to the program's academic quality. The relationship of these variables to EPPP performance is summarized in *Psychological Science*.

So that *Observer* readers might get a fuller picture of the specific programs' standings, we have listed here in Tables A and B information that is not available in the companion article in *Psychological*

* Laurina M. Yu, Sharon A. Rinaldi, Donald I. Templer, Louise A. Colbert, Karen Siscoe, and Katherine Van Patten (1997). Score on the Examination for Professional Practice in Psychology as a Function of Attributes of Clinical Psychology Graduate Programs, *Psychological Science*, 8, 5, pp. 340-350.

Science. Table A lists the minimum passing EPPP score for each of the 50 states in the United States and eight Canadian provinces. The criterion for passing EPPP differs across states/provinces. So, while some states (and all Canadian jurisdictions) impose a fixed floor (ranging from 65 percent to 73 percent correct), other states set the criterion for passing at a level based on

the national score distribution. In April 1995, the passing score ranged across the states from 132 to as high as 152, and in October, it ranged from 125 to 146, according to the authors.

Table B lists the rankings of the 185 institutions of higher learning by their clinical psychology students' mean EPPP scores (and standard deviations) for the period 1988 to 1995. L.H.

Table A

EPPP Minimum Passing Scores of States and Provinces

Minimum Passing Score

Fixed score criteria

146 (73%)

140 (70%)

130 (65%)

Distribution based criteria (1995)*

April 1995

140

150

142

140

133

142

140

151

151

140

152

136

140

139

136

140

148

142

151

October 1995

140

146

136

136

125

136

140

146

146

140

146

128

140

132

130

140

141

136

146

Jurisdiction

Maryland

Alaska, Alberta, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Manitoba, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, Ontario, Oregon, Rhode Island, Saskatchewan, Tennessee, Texas, Utah, Virginia, British Columbia, New Brunswick, Nova Scotia, Quebec.

Alabama

California

District of Columbia

Indiana

Michigan

Mississippi

Nebraska

New Hampshire

New Mexico

New York

North Dakota

Pennsylvania

South Carolina

South Dakota

Vermont

Washington

West Virginia

Wisconsin

Wyoming

* These cut-off scores vary as a function of national distribution. Information was obtained from phone calls to state licensing boards and the *Handbook of licensing and certification requirements for psychologists in North America*. (1996). Montgomery, AL: Association of State and Provincial Psychology Boards.

Table B

Rankings of Institutions by Mean EPPP Scores of Clinical Psychology Graduates From 1988 to 1995*

Rank	Institution	N	Mean	SD
1.0	University of Oregon	44	165.70	8.90
2.0	University of Waterloo	28	165.10	11.80
3.0	University of Pennsylvania	15	164.90	12.90
4.5	University of Delaware	29	164.60	8.50
4.5	University of California-Los Angeles	84	164.60	12.80
6.0	University of Iowa	31	164.40	9.10
7.0	University of Minnesota	48	163.90	8.80
8.0	University of Connecticut	57	163.70	13.80
9.0	Yale University	42	163.60	10.60
11.5	University of North Carolina-Chapel Hill	61	163.20	10.60
11.5	Rutgers University, PhD Program	36	163.20	11.00
13.5	University of Wisconsin-Madison	25	163.10	12.00
13.5	University of Missouri-St. Louis	46	163.10	8.60
15.5	San Diego State University	4	163.00	12.60
15.5	Northwestern University	28	163.00	10.20
17.5	University of Kansas	71	162.90	10.10
17.5	State University of New York-Buffalo	75	162.90	11.50
20.5	University of Rochester	39	162.60	11.80
20.5	University of Houston	51	162.60	10.40
20.5	Indiana University	31	162.60	11.00
20.5	Bowling Green State University	47	162.60	10.50
23.0	University of New Mexico	46	162.50	10.20
24.0	University of Alabama	54	162.30	13.00
25.0	University of Wyoming	34	162.20	8.80
27.0	State University of New York-Stony Brook	67	162.10	13.80
27.0	Loyola University	74	162.10	11.10
27.0	Emory University	48	162.10	9.80
29.0	University of Missouri-Columbia	60	161.90	12.70
31.0	Wayne State University	78	161.80	12.10
31.0	University of Virginia, Curry School of Education	5	161.80	5.50
31.0	Ohio University	68	161.80	10.70
33.0	Simon Fraser University	29	161.50	12.00
34.0	Washington University	42	161.40	10.90
35.5	University of Southern California	59	161.30	14.40
35.5	Duke University	33	161.30	13.30
37.5	University of British Columbia	25	161.20	11.30
37.5	Arizona State University	46	161.20	10.40
39.5	University of Alabama-Birmingham	5	161.00	5.10
39.5	McGill University	23	161.00	11.50
42.0	University of Illinois-Chicago	61	160.80	12.90
42.0	University of Florida	87	160.80	12.50
42.0	Northern Illinois University	26	160.80	12.00
44.5	Georgia State University	129	160.60	12.70
44.5	Auburn University	5	160.60	10.90
46.0	University of Maine	28	160.50	10.30
47.0	University of South Florida	76	160.20	10.70
49.5	West Virginia University	62	160.10	12.80
49.5	University of Virginia	43	160.10	12.10
49.5	Miami University, Ohio	42	160.10	10.30
49.5	Kent State University	75	160.10	14.30
52.5	University of Hawaii	33	160.00	12.90
52.5	Case Western Reserve University	52	160.00	12.40
55.0	Virginia Commonwealth University	62	159.90	11.20
55.0	University of Nebraska-Lincoln	59	159.90	11.70
55.0	St. Louis University	71	159.90	14.70
57.0	University of Delaware	52	159.70	14.10
58.0	University of Texas-Dallas	56	159.60	9.00
59.0	DePaul University	64	159.50	12.40

* These are scores of Clinical Psychology graduates and not simply "applied" program graduates.

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

Rank	Institution	N	Mean	SD
60.5	Widener University	107	159.40	12.40
60.5	Clark University	24	159.40	13.50
62.0	Louisiana State University	85	159.20	12.30
63.0	University of Miami, Florida	101	159.10	12.80
64.0	Baylor University, PsyD Program	66	158.90	11.70
65.0	University of Montana	56	158.80	14.90
66.0	American University	47	158.60	16.30
67.5	University of Virginia, School of Education	26	158.50	13.20
67.5	Syracuse University	34	158.50	13.10
70.5	University of Georgia	75	158.30	13.10
70.5	University of Washington	52	158.30	13.30
70.5	Long Island University-Brooklyn	6	158.30	11.50
70.5	Fordham University	59	158.30	12.20
73.5	Texas Technical University	39	158.20	11.20
73.5	Indiana State University	62	158.20	11.40
75.5	York University	3	158.00	7.50
75.5	Central Michigan University	28	158.00	8.90
77.0	University of Texas-Austin	36	157.90	15.40
78.0	Virginia Polytechnic Institute	60	157.80	13.70
79.5	University of North Dakota	72	157.70	12.20
79.5	Catholic University of America	64	157.70	14.10
81.0	University of Hartford	41	157.60	13.00
83.0	University of Kentucky	30	157.50	11.50
83.0	University of Western Ontario	39	157.50	10.50
83.0	State University of New York-Binghamton	44	157.50	13.10
85.5	University of North Texas	40	157.40	15.10
85.5	University of Illinois-Champaign-Urbana	29	157.40	15.50
87.0	University of Massachusetts	64	157.20	15.90
89.0	Virginia Consortium of Professional Psychology	68	157.00	13.70
89.0	University of Cincinnati	62	157.00	14.10
89.0	Fuller Theological Seminary	225	157.00	13.70
91.0	Rutgers University, PsyD Program	107	156.90	13.50
92.5	Vanderbilt University	40	156.70	13.10
92.5	University of Michigan	93	156.70	17.60
94.0	Hahneman University, PhD Program	18	156.40	11.70
95.0	University of Toledo	33	156.30	14.40
96.0	University of Utah	41	156.20	14.70
98.0	University of Arizona	56	156.10	15.90
98.0	University of Vermont	61	156.10	17.10
98.0	Brigham Young University	61	156.10	11.20
100.0	Utah State University	46	156.00	17.10
101.0	Florida State University	93	155.80	13.20
102.0	Purdue University	56	155.60	14.90
103.0	Fairleigh Dickinson University	83	155.50	10.90
104.5	University of California-Berkeley	37	155.30	16.10
104.5	University of Maryland-College Park	58	155.30	20.10
106.0	Texas A & M University	23	155.20	8.20
107.0	Temple University	45	155.10	15.20
108.5	University of Rhode Island	64	155.00	17.10
108.5	St. John's University	86	155.00	16.00
110.0	University of Windsor	50	154.80	11.70
111.0	City University of New York-Graduate School	3	154.70	16.50
112.0	University of Mississippi	57	154.60	12.70
114.0	University of South Carolina	84	154.50	17.50
114.0	Ohio State University	51	154.50	19.80
114.0	Memphis State University	73	154.50	11.00
116.0	New School of Social Research	119	154.40	12.30
117.0	George Washington University	70	154.30	15.30
118.0	University of Manitoba	50	154.20	15.00
119.5	University of North Carolina-Greensboro	35	154.10	15.60
119.5	Biola University, PhD Program	59	154.10	17.80
121.0	Michigan State University	98	154.00	20.30

Rank	Institution	N	Mean	SD
122.5	University of Nevada	31	153.90	14.50
122.5	Northwestern Medical School	99	153.90	14.40
124.5	University of Wisconsin-Milwaukee	39	153.80	14.60
124.5	Hahneman University, PsyD Program	77	153.80	13.80
126.0	University of Louisville	40	153.50	12.50
127.0	George Mason University	31	153.40	13.00
128.0	University of Arkansas	49	153.10	17.40
129.0	Boston University	109	152.90	17.80
130.5	University of South Dakota	54	152.80	15.70
130.5	Southern Illinois University-Carbondale	72	152.80	16.00
132.5	Washington State University	82	152.60	19.30
132.5	George Peabody College of Vanderbilt University	53	153.60	18.10
134.0	Long Island University	82	152.50	14.10
135.0	Biola University, PsyD Program	240	152.40	15.80
136.0	Pacific Graduate School of Psychology	159	152.20	17.10
137.0	California School of Professional Psychology, San Diego	452	152.10	18.50
138.0	University of Colorado	68	151.60	16.50
139.0	University of Denver, PsyD Program	320	151.50	14.90
140.0	California School of Professional Psychology, Alameda	538	151.40	19.20
141.0	Oklahoma State University	76	151.10	13.50
142.5	University of Pittsburgh	47	151.00	21.50
142.5	Pepperdine University	66	151.00	16.50
144.5	University of Ottawa	58	150.60	13.60
144.5	Adelphi University	212	150.60	16.00
146.5	Illinois Institute of Technology	74	150.30	13.90
146.5	California Institute of Integral Studies	32	150.30	18.60
148.0	Columbia University Teachers College	93	150.20	15.50
149.0	Concordia University	13	150.10	21.40
150.0	Western Michigan University	34	149.80	15.00
151.0	Massachusetts School of Professional Psychology	291	149.60	15.30
152.0	Pennsylvania State University	65	148.90	19.90
153.0	Nova University, PsyD Program	390	148.70	14.00
154.0	University of Tennessee-Knoxville	84	148.30	15.50
155.0	Antioch University	123	147.70	13.40
156.0	Pacific University, Professional School	85	147.40	14.40
157.0	University of Southern Mississippi	88	147.30	17.50
158.0	City University of New York-City College	95	146.60	17.60
159.0	Wright State University	238	146.50	17.50
160.5	New York University	116	146.30	20.60
160.5	Illinois School of Professional Psychology	486	146.30	16.80
162.0	University of Detroit	79	146.00	13.40
163.0	Wright Institute	195	145.60	20.40
164.5	Howard University	29	145.00	13.50
164.5	Florida Institute of Technology	380	145.00	16.70
166.0	California School of Professional Psychology, Fresno	447	144.40	16.80
167.0	Chicago School of Professional Psychology	229	144.20	14.00
168.0	Georgia School of Professional Psychology	3	143.80	18.50
169.0	California School of Professional Psychology, Los Angeles	846	142.90	19.90
170.0	Forest Institute of Professional Psychology, Hawaii	5	142.40	28.90
171.0	George Fox College	4	142.00	14.00
172.0	Wisconsin School of Professional Psychology	5	141.80	24.80
173.0	Forest Institute of Professional Psychology, Missouri	115	140.80	15.40
174.0	Spalding University	43	140.00	17.30
175.0	Forest Institute of Professional Psychology, Illinois	319	139.50	16.50
176.0	Seton Hall University, PsyD Program	33	138.90	18.00
177.0	Adler School of Professional Psychology	11	135.60	15.30
178.5	United States International University	320	135.50	22.40
178.5	Fielding Institute	19	135.50	16.70
180.0	Miami University	16	131.80	16.70
181.0	Minnesota School of Professional Psychology	7	130.90	16.40
182.0	University of California-Davis	24	130.10	24.30
183.0	Yeshiva University	243	128.60	15.10