



# OBSERVER

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## APS Launches New Publication

*"Giving Away" Mission Continues with Psychological Science in the Public Interest*

Since its inception, APS has rallied behind George Miller's directive to "give away" psychology. APS has now launched its latest answer to that call: a new publication called *Psychological Science in the Public Interest (PSPI)*.

Unprecedented in format and mission, *PSPI* will be a publication of "juried analyses"—scientific literature reviews that assess existing scientific evidence on topics of interest and importance to public health and welfare. Its primary objectives are twofold: to provide a comprehensive scientific review of important issues confronting society; and to provide a vehicle for translating scientific psychology to the public arena.

"*PSPI* is an exciting new venture in publishing for APS," said APS Publications Committee Chair Henry L. Roediger III. "We hope that the *PSPI* reports will provide authoritative statements, where possible, on interesting and controversial issues."

Some of the areas *PSPI* plans to address include:

- Does Ginkgo really enhance memory?
- Do SAT coaching classes really help?
- Are projective tests valid?
- What influence do parents have over their children's behavior?

- Does classroom size matter?
- Can objective decision support methods reduce false positives, for example, on tests of cancer detection?

"One of APS's founding goals is the giving away of psychological science—that is, ensuring that the benefits of psychological science are widely available and used in improving the human condition," said APS Executive Director Alan G. Kraut. "*PSPI* speaks to that directly."

### Showcasing Psychology's Contributions

To further its reach and impact, a publishing partnership was developed between *PSPI* and *Scientific American*—which has more than one million subscribers. In this arrangement, the magazine will provide a small stipend for each study and then publish the *PSPI* article—rewritten by *Scientific American* writers for a broader audience.

"The added exposure of the *Scientific American* article is a very exciting element in that it gets the word out even further," said Kraut.

Former APS Board Member Steve Ceci, of Cornell University, and APS President-elect Robert A. Bjork, of the University of California-Los Angeles (UCLA) are co-chairing the editorial board that is overseeing the

SEE *PSPI* ON PAGE 18

## Psychology, Behavior, and the AIDS Crisis

*Researchers making strides in prevention, management, and education*

Initially recognized less than 20 years ago, AIDS is a relatively new disease. While finding a vaccine has been the primary focus of much of the nation's AIDS research enterprise, prevention research, as well as behavioral research into treatment management and social attitudes towards the disease and people who contract it, are leading areas of AIDS research across disciplines.

"When I first got involved in AIDS research in 1983, it was at the time when it was said there would be a vaccine in two years. Well, that has not happened," said psychologist Tom Coates, director of the University of California-San Francisco AIDS Research Institute and Center for AIDS Prevention Studies. "Since the prospects for a vaccine are still not near, behavioral science, and psychology in particular, have been absolutely pivotal in developing the scientific base for prevention strategies and prevention strategies that are the only things that are saving lives right now."

APS Fellow Jeff Fisher, director of the Center for HIV Intervention and Prevention at the University of Connecticut said prevention efforts should address people who are not HIV positive as well as those who are.

"We want to help prevent people from engaging in the risky behaviors that make them vulnerable to transmitting or contracting HIV, and we want to work with HIV positive people to help them to

SEE *AIDS* ON PAGE 20

THE VOTE WAS CLOSE BUT . . .

## APS Still APS

The votes are in on one of the most hotly debated issues in APS history: Should APS remain the American Psychological Society or become instead the Association for Psychological Science? And the winner is . . . (big drum roll, please) . . . The American Psychological Society. The vote was very close but the proposed new name earned only 60 percent of the votes, falling short of the two-thirds majority required by the APS by-laws. This issue has generated much discussion among the APS rank and file. More Letters to the Editor and comments from the website were received on this one issue than any other in APS history. ♦

**The American Psychological Society**  
 APS is dedicated to the promotion, protection, and advancement of the interests of scientifically oriented psychology in research, application, and the improvement of human welfare.

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# APSOBSERVER

Volume 12, Number 9

## INSIDE

◆ **Congress to Federal Agencies: Behavioral Science is Your Mission** ..... 5  
 The House and Senate agree on at least one thing: the federal funding agencies must support behavioral science research and training.

◆ **The Federal Perspective on IRBs** ..... 6  
 In the first of two articles, Institutional Review Boards are addressed from the perspective of a federal regulator.

◆ **APS Call for Nominations** ..... 7  
 Nominations for APS President Elect and two Board positions are now being accepted. Make your contribution to continuing the tradition of excellence in leadership for which APS is known and submit your nominations.

◆ **Seventy Years of Psi Chi** ..... 8  
 Student-faculty organization celebrates its anniversary and founding at its Yale University birthplace.

◆ **12<sup>th</sup> Annual APS Convention**  
**CALL FOR SUBMISSIONS** ..... INSERT  
 Information on submission, registration, and housing for the 2000 June APS Convention in Miami Beach, Florida, is now at your fingertips.

## DEPARTMENTS

Presidential Column	3
Call for Fellows	4
Teaching Tips	10
Helping Students with Academic Difficulty	
Department Profile	12
George Mason University	
Members in the News	14
People	15
The Student Notebook	24
Announcements	28
Meeting Calendar	29
Membership Application	30
Employment Bulletin	31

The password for online journal access will change this January. Make sure your membership is paid and up to date in order to receive the new password and maintain access to *Psychological Science* and *Current Directions* online.

# Come Together

Elizabeth D. Capaldi  
*APS President*

I thought I would write about psychology from the point of view of a provost, since I am in the strange position of being both president of APS and a provost at the same time. I was recently asked by the faculty of my department what I thought of psychology on the campus as a provost, and I told them it wasn't on my screen. This took them aback, but it is true, and probably true for most provosts, but why?

Although there are many psychologists on this campus, they are spread among different departments and different colleges. We have two psychology departments here at University of Florida—the Department of Clinical and Health Psychology in the College of Health Professions in the Health Science Center, and the Department of Psychology in the College of Liberal Arts and Sciences. This is not uncommon across the country—psychology departments can often be split into two departments over personality disputes, or perhaps known as departments that don't get along. This phenomenon diffuses the influence of psychology.

Other fields hang together as disciplines. But not psychologists. We split or fight with each other and become ineffective—a self-defeating exercise. Psychologists could be a very large and influential group, but they are not. The total number of psychologists on this campus exceeds the total number of faculty in the smaller colleges but instead of coming together as a force to be reckoned with, they form smaller groups at various colleges on campus.

As a unified entity, psychologists would make significant progress in a number of areas. For example, in my university, psychologists could have a major influence through undergraduate teaching. Psychology is one of the most popular majors—if not the most popular major—at most universities. Psychology courses are very popular and the introductory psychology course is a top course at universities. This gives psychology a tremendous edge over other disciplines, which are not

such an important part of the instructional mission. Psychology departments should do a wonderful job in teaching their courses: they should emphasize their importance to the teaching mission; they should be willing to teach as many students who are willing to take their courses; and they should widely and loudly publicize the importance they have in teaching. Other departments such as English and mathematics have done this for a long time, and, because they have more successfully sold the importance of their service teaching, they are larger in general than psychology departments.



As a unified discipline, psychologists could be more successful in arguing for increased funding. That funding could enhance their teaching and thereby their research. They can argue for computers for multimedia instruction. They can argue for labs in which to teach, offices in which to meet students, and more faculty to handle the load.

***We split or fight with each other and become ineffective, a self-defeating exercise. The total number of psychologists on this campus exceeds the total number of faculty in the smaller colleges. Psychologists could be a very large and influential group, but they are not. Instead they form small parts of various colleges on campus.***

Psychologists in various departments and colleges on campuses should group together and have an identity as psychologists. They should minimize their internal differences on campus. No one outside of psychology cares about the subtle differences between fields of cognitive psychology or animal learning or humanistic vs. other approaches. In fracturing the discipline among subgroups, we make ourselves less effective. We don't hear the physicists, or chemists, or historians arguing among themselves, splitting into subgroups, and dividing their departments in half. We have more in common with each other than we do with other disciplines. If we looked outward rather than inward we would be much more successful. ♦



## Nominations for APS Fellows



### Purpose

Fellowship status is awarded to APS Members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, and/or application. Although Fellow status is typically awarded for one's scientific contributions, it may also be awarded for exceptional contributions to the field through the development of research opportunities and settings. Candidates will be considered after 10-15 years of postdoctoral contribution, though exceptional candidates with fewer years will be considered.

### Nomination Requirements

Fellowship nominees must be an APS Member. 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) Letter 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

Nominations may be submitted at any time. Fellows nominations are reviewed by a Subcommittee consisting of APS Fellows from diverse areas within psychological science. The Subcommittee, which is appointed by the APS Board of Directors, makes recommendations to the Board concerning Fellowship status for nominees. The Board votes on the Subcommittee's recommendations twice a year, at its regularly scheduled convention and winter meetings.

**Spring application deadline: April 15, 2000**

### Fellowship Nomination

I would like to nominate \_\_\_\_\_

In support of this nomination I have enclosed the following:

- ◆ Letter of nomination
- ◆ Nominee's Curriculum Vita
- ◆ Supporting letters from 3 colleagues, one of whom is an APS Fellow

\_\_\_\_\_  
(your signature)

\_\_\_\_\_  
(printed name)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
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# Congress to Federal Agencies: Behavioral Science is in Your Mission

*It's a tradition that Observer readers have come to love: Each year at Thanksgiving, you gather around the table, your shiny little faces aglow with excitement as you feast on the cornucopia of goodies that Congress has included in the federal budget, cooked up with the help of APS. Or at least, that's how we like to picture you. But no matter how you celebrate, here are two stories stuffed with Congressional treats for psychological science.*

## Congress to NIH: More Behavioral Science Training, Research in FY00

**A**lthough Congress comes off like the Bickersons in the news media these days, the Senate and the House of Representatives have agreed on one thing: They think the National Institutes of Health (NIH) should increase training and other kinds of support for behavioral science researchers, including young investigators and those doing basic behavioral research. And they told NIH so in the context of the budget for FY 2000.

In some of its most pointed language to date on this issue, Congress asks NIH to implement recommendations from the National Academy of Sciences (NAS), which said that training for behavioral science, nursing, health services research, and oral health should all be increased, while training in biomedical fields should be held level. The recommendations were contained in a 1994 report on the prestigious National Research Service Awards (NRSA) program. (As an aside: the NAS also recommended increasing the size of NRSA stipends. NIH did that, but did not follow the other recommendations ostensibly on the basis of cost.)

Here's what the Senate Appropriations Committee said:

The Committee remains concerned that NIH rejected recommendations of the NAS for research training in nursing, oral health, health services research and behavioral science. NAS recommended that stipends be increased and the number of awards for these disciplines be increased. Though NIH implemented the stipend increase, the Committee requests NIH to reconsider and develop a plan for complying with the NAS recommendation regarding the number of training awards made available. (S. Rpt. 106-166).

Similar sentiments were expressed in the House Appropriations Committee. These are the latest in a series of escalating Congressional statements to NIH on the NAS recommendations, ratcheting up the pressure on NIH to respond more appropriately. In response to past language, NIH has continued only to defend its past inaction. This language makes it hard for NIH to maintain that stance now.

NIH's mission in behavioral science was also the subject of a pointed provision in the Senate Appropriations Committee report for FY 2000. Saying that NIH "has never fully incorporated behavioral research as part of its core public health mission," the Senate talked about the need for "a detailed description of NIH's

## From Here to a Colloquy: Senate Reaffirms NSF's Behavioral Science

**W**hen the Senate Appropriations Committee passed its version of the National Science Foundation (NSF) budget for FY 2000, it gave NSF a much-needed 5.8 percent increase. It also gave NSF an unwanted present: Some disastrous report language that would have recast NSF's mission as being strictly the physical sciences, and would have placed social and behavioral science more in the service of physical science.

The good news is, the offending language was subsequently neutralized and replaced by a strong statement of support from Sen. Christopher "Kit" Bond (R-MO), chair of the Senate panel that oversees NSF appropriations. APS played a central role in bringing about this reversal. Following is an account of how it happened.

When the bill containing the FY 2000 NSF budget came out of the Senate Appropriations Committee, on its way to the Senate floor, it was accompanied by an explanatory report containing this very distressing statement about NSF's Social, Behavioral, and Economic Sciences (SBE) directorate:

"The Committee encourages NSF to review its SBE research activities and to focus its funding toward activities more directly related to NSF's core mission of promoting an understanding of the physical sciences." (S. Rpt. 106-161, p.132)

Oddly enough, it preceded the following, highly favorable language initiated by APS and included in the report by Sen. Daniel K. Inouye (D-HI):

"The Committee recognizes the promise of breakthroughs in a number of particular behavioral and social science areas, such as learning and memory, visual and auditory perception, behavioral and cognitive neuroscience, social cognition, decision making, and human development, and strongly supports NSF's proposed plans to increase funding in this area. The Committee directs NSF to provide a report on the status of its social, behavioral, and economic sciences research by February 3, 2000." (S. Rpt. 106-161, p.132)

The problematic language wouldn't alter NSF's statutory mandate to support all areas of science — report language is not law — but it could provide an opening if someone wanted to attack NSF's behavioral programs. So for APS, the question was, how to fix it? Once an appropriations report is published, there's no way to edit it. Plus, the NSF bill came to the Senate floor quickly,

SEE TRAINING PAGE 16

SEE MISSION PAGE 17

# The Federal Perspective on IRBs

Jeffrey Cohen, *Associate Director for Education*  
*Division of Human Subject Protections*  
*Office for Protection from Research Risks*

Participants at the Summit of Psychological Science Societies identified Institutional Review Boards (IRB) as a topic of central concern across the field. The theme chosen by the Summit—IRBs: All Checks and No Balances—reflects the widely-held view that IRBs have an adverse impact on behavioral and social science research.

In examining the concerns raised at the Summit, I found that they fall into several categories: improving the process at the local level; regularization of IRB procedures; investigator appeals processes; and assessment and education about research risks and related issues. This article addresses these concerns from the federal regulatory perspective.

## Improving the Process at the Local Level

Some of the specific comments from the Summit relating to this topic include: IRBs hinder research; IRBs are not accountable; IRBs are used to harass certain faculty and censure research topics; time delays in obtaining IRB approval make it difficult to conduct research, especially for students; IRBs do not effectively communicate with investigators; IRB members are not knowledgeable about research; and IRBs are used to protect institutions rather than subjects.

None of these problems are inherent in the regulations (see sidebar). Instead, these are problems of inadequate institutional oversight of, and/or support for, the IRB.

Under the federal policy, responsibility for the protection of human subjects rests with the institution, which designates one or more IRBs to review research involving human subjects. The institution is expected to oversee the IRB review process and ensure that it is functioning appropriately. While an institution should not interfere with the IRB's review of specific proposals, it is appropriate for the institution to ensure that the IRB's members represent all relevant scientific areas, and that the IRB's policies and procedures are fair to all concerned.

Institutions are also responsible for providing sufficient resources for the IRB to ensure timely and efficient research review, effective communication with investigators, and adequate education of IRB members, IRB staff, and investigators. Many of the problems regarding delays and poor communication result from under-staffed and under-supported IRBs that cannot cope with the workload.

The federal policy is quite specific about the role of the IRB and the criteria for IRB approval of research. If investigator believe that the IRB's policies and procedures are inappropriate in light of the regulatory requirements, they should first engage in a dialog with the IRB. Most IRBs should be willing to hear the concerns of investigators and work out acceptable solutions. If the investigators are not satisfied with the IRB's response, they should bring their concerns to the attention of the official responsible for institutional human subject protections.

## Regularization of IRB Procedures

Some of the concerns raised under this topic include: a lack of standardization among IRBs; a lack of consistency within a given IRB;

*This is the first of two articles on Institutional Review Boards written from the perspective of a federal regulator. In this article, Jeffrey Cohen addresses some of the perceptions of IRBs expressed by the representatives of 95 scientific organizations who attended the Summit of Psychological Science Societies in April 1998 (see the May 1998 Observer for background on the Summit). The second article will present an overview of what the federal Office for Protection from Research Risks (OPRR) is doing to improve IRB review.*

and a wide variation in the interpretation of the regulations.

Institutional responsibility is the cornerstone of the federal policy. Local IRB review, rather than centralized review of research, is a key element in fulfilling that responsibility. The authority of a local IRB to interpret and implement the federal policy provides greater flexibility in reviewing research and ensures that the review of research takes local conditions into account. Investigators would likely find centralized review based on detailed, inflexible regulations much more difficult to deal with.

Of course, in order for a decentralized, more flexible review system to work, local IRBs must be well trained. The key to greater standardization and consistency in IRB review is education, both for IRB members and investigators. The more familiar IRB members and investigators are with the ethical issues, the regulations, and best practices, the less variability there will be in IRB reviews. OPRR is committed to increasing educational opportunities for IRBs and for the research community. My position as Associate Director for Education, a new position at OPRR, reflects this commitment. We plan to increase the number of workshops and educational programs we offer, update existing guidance materials and provide new materials, and develop on-line tutorials for training of IRBs and investigators.

## Investigator Appeals Process

One concern raised at the Summit was the lack of an appeals mechanism in IRB review. IRB autonomy is another crucial element in ensuring that the IRB review process adequately protects human subjects. If an IRB disapproval could be overturned by another institutional body or even by the federal government, then other factors, such as the award of a large grant, could conceivably override the protection of human subjects. The only way to ensure that doesn't happen is to prohibit institutions from approving research that the IRB has disapproved.

In order to provide protection for investigators, the federal policy requires that IRBs inform investigators, in writing, as to the reasons for any disapproval and give them an opportunity to respond, either in

SEE IRB ON PAGE 19

## Federal Regulations on Human Subjects Research

In order to receive federal support for research involving human subjects, institutions must comply with the "Federal Policy for the Protection of Human Subjects." The provisions of the Federal Policy are found in the Code of Federal Regulations at 45 CFR 46 and a copy is available online: [http://grants.nih.gov/grants/oprr/library\\_human.htm](http://grants.nih.gov/grants/oprr/library_human.htm). Clinical trials involving FDA-regulated drugs, devices, or biologics are governed by a separate, but similar set of regulations.

In addition to setting forth the protections for human subjects, the Federal Policy specifies requirements for the policies and procedures for IRB review of research proposals, including membership of the IRB, criteria for IRB approval of research, and the responsibilities of the institution. However, researchers should keep two points in mind:

- Although the Federal Policy only applies to federally-supported research, many institutions elect to apply the same standards to all human subjects research conducted under their auspices. This is a highly recommended practice since it avoids the reality or appearance of a double standard for the protection of human subjects.
- The Federal Policy sets minimum standards for the protection of human subjects. Institutions are free to apply more stringent standards.

# Call for Nominations

## APS Board and President-Elect

The APS Elections Committee seeks nominations to fill the position of APS President-Elect and two vacancies on the APS Board of Directors. 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.

Both the President-Elect's term and that of each of the two APS Board of Directors positions begin at the end of the June 2000 APS Convention. Elizabeth D. Capaldi, of the University of Florida, is the current President and Robert A. Bjork, of the University of California-Los Angeles, is the current President-Elect. Board members whose terms are expiring in 2000 and for whom replacements are being sought are Jerome E. Singer, recently retired from the Uniformed Services University of the Health Sciences, and Joseph Steinmetz, of Indiana University. Past President Elizabeth Loftus, of the University of Washington, will also be leaving the Board.

The four continuing Board Members are:  
 Eugene Borgida,  
 University of Minnesota  
 Rochel Gelman,  
 University of California-Los Angeles  
 Robert W. Levenson,  
 University of California-Berkeley  
 Henry L. Roediger III,  
 Washington University in St. Louis

The Elections Committee includes:  
 Kay Deaux, Chair  
 Robert Levenson  
 Elizabeth Loftus  
 Joseph Steinmetz  
 Richard Weinberg

In the spaces provided, please name up to two individuals to serve on the APS Board and one individual to serve as APS President-Elect. Elections will take place spring 2000.

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

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

I nominate the following for the APS Board:

(1) Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

(2) Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

I nominate the following for APS President-Elect:

(1) Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Send nominations by December 31, 1999, to:**  
**Kay Deaux, Election Chair**  
**American Psychological Society**  
**1010 Vermont Ave., NW ♦ Suite 1100**  
**Washington, DC 20005-4907**

# Seventy Years of Psi Chi

*Student-faculty organization celebrates anniversary at its birthplace*

A lot can happen in 70 years. Styles, goals, and ideologies can change. Political parties gain and lose power. Entire countries can be formed or fall apart. But at least one thing has remained constant and, in September, it celebrated 70 years of excellence.

At a special convocation September 3<sup>rd</sup> at Yale University, Psi Chi, the National Honor Society in Psychology, celebrated 70 years of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

"With psychology one of the most popular majors on U.S. campuses today, Psi Chi—as both an honor society and a psychology organization—has more impact and significance than ever before," said Harold Takooshian, Psi Chi past president. "Its founders probably could not have imagined how their dream would blossom into such a grand reality, bringing colleagues together 70 years later to salute them."

Takooshian chaired the convocation and was joined by a number of notable figures in psychology and academe including: Yale President Richard C. Levin; Alan E. Kazdin, who chairs the Yale Psychology Department and also serves as editor of *Current Directions in Psychological Science*; John D. Hogan, Psi Chi's historian; Uwe Gielen, editor of *World Psychology*, Florence Denmark, president of the International Division of the American Psychological Association; Dennis Carmody, Psi Chi's eastern vice president; and Diana Cordova, faculty advisor for Yale's Psi Chi chapter.

In 1929 at the Ninth International Congress of Psychology, held at Yale University, two years of planning and preparation initiated by Frederick Howell Lewis and Edwin Newman, both of the University of Kansas, came to fruition when the Psi Chi Charter was signed by representatives of 14 schools. Today, the organization is the largest psychology membership organization in world with more than 325,000 students, faculty, and alumni members.

Psi Chi serves two main goals: to provide academic recognition to its members; and to nurture and stimulate academic and professional growth. The national organization and its 940 individual chapters do this through, for example, national and regional

conventions, one of which is the APS Convention. Psi Chi publishes a quarterly magazine, *Eye on Psi Chi*, as well as the *Psi Chi Journal of Undergraduate Research*.

"We are very pleased to be hosting Psi Chi for the celebration of its 70<sup>th</sup> anniversary," said Diana Cordova, Yale's Psi Chi faculty advisor. "Psi Chi has played an integral role in the professional development of generations of psychologists and we hope that as the new millennium approaches, it can continue to foster in students a desire to conduct and excel in psychological research. On behalf of the Yale chapter, we look forward to 2029 when the society celebrates its 100<sup>th</sup> anniversary."

## Going Back to its Roots

By holding the 70<sup>th</sup> anniversary convocation at Yale, Psi Chi—an APS affiliate—commemorated not only its anniversary, but its birth place. On May 14, 1929, Lewis, then-secretary of what was initially called the national Graduate Council for a Psychological Fraternity, sent a letter to Yale.

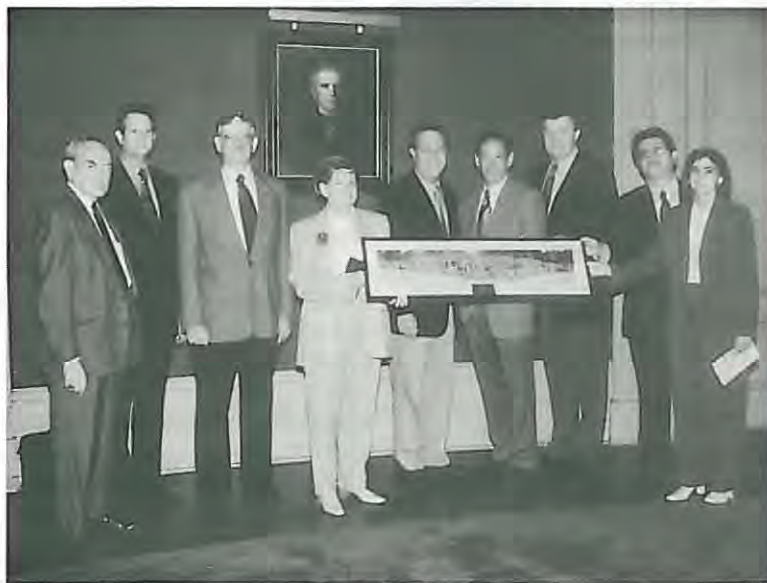
"Your school has been selected as eligible for chapter membership in the national psychological fraternity soon to be organized," wrote Lewis. "Enclosed is the draft of a constitution as finally approved on May 10 by the National Graduate Council, together with representatives from Minnesota, Chicago, Wittenburg, Iowa, Indiana, and Illinois. We are submitting this constitution to the respective organizations for ratification and are calling the first national convention to meet at New Haven the week of September 1, 1929."

The founding of Psi Chi took place at what was

then considered to be a historic event in psychology.

Hogan noted that the 1929 Congress "may well have been the occasion for the most impressive gathering of psychologists in the history of the discipline. From North America came 722 registrants—almost three-fourths of the members of APA. Also attending were 104 international psychologists from 21 countries."

A rare photo depicting what was described as a "yard of psychologists" from that 1929 meeting was presented by Psi Chi and accepted by Yale President Levin on behalf of the University. ♦



Participating in the 70th Anniversary celebration of Psi Chi were (left to right): Edward Zigler, Dennis Carmody, Uwe Gielen, Florence Denmark, Richard Levin, Alan Kazdin, John Hogan, Harold Takooshian, and Diana Cordova. They are shown holding the "Yard of Psychologists" picture taken at the historic 1929 Congress.



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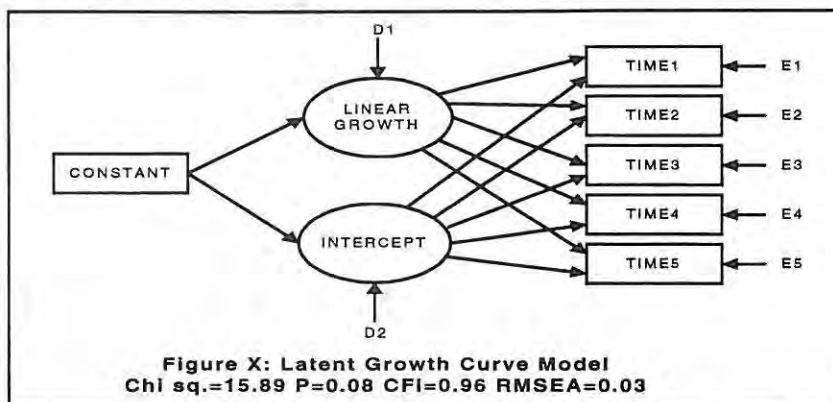


Figure X: Latent Growth Curve Model  
Chi sq.=15.89 P=0.08 CFI=0.96 RMSEA=0.03

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As a means of increasing the number of U.S. citizens trained in disciplines of science and engineering of military importance, the Department of Defense plans to award approximately 90 new three-year graduate fellowships in April 2000. National Defense Science and Engineering Graduate Fellowships may be awarded for study and research in pursuit of doctoral degrees in, or closely related to, the following disciplines:

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National Defense Science and Engineering Graduate Fellows selected in 2000 will receive a stipend in addition to full tuition and required fees. The stipend amount starts at \$18,500.

Recipients of 2000-2001 National Defense Science and Engineering Graduate Fellowships do not incur any military or other service obligation.

Specific information regarding the fellowship and an application package are available from the American Society for Engineering Education, which is administering the program for the Department of Defense.

Additional information and an application are available from:

**NDSEG Fellowship Program**  
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American Society for Engineering Education  
1818 N St., NW, Suite 600  
Washington, DC 20036  
Phone: (202) 331-3516  
Fax: (202) 265-8504  
NDSEG@ASEE.ORG  
[www.asee.org/ndseg](http://www.asee.org/ndseg)



Completed applications must be received by ASEE January 19, 1999.

# Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology and is aimed at current and future faculty of two- and four-year colleges and universities. TEACHING TIPS informs 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 Baron Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317; email: perlman@uwosh.edu

## Students with Academic Difficulty: Prevention and Assistance

Ellen E. Pastorino  
Valencia Community College

It happens every year. In late August or September, armed with a syllabus, textbook, an idealistic outlook, and renewed energy after a summer hiatus, we prepare to impart our enthusiasm, curiosity, and lifelong love of learning to eager students enrolled in our psychology classes. We have spent five, ten, fifteen, or more years studying, teaching, and researching behavior. The students will recognize and appreciate this dedication and passion, and be oh so motivated to learn!

Unfortunately, after 10 years of teaching, my experience and that of my colleagues with whom I have spoken, support the notion that students cannot always be characterized this way. Many students come to college ill-prepared to learn. They may be enrolled in remedial courses for reading, math, and/or English. They may have the necessary academic skills, but be unmotivated to learn and/or limited to concrete thought, or their expectations for college study and success may grossly underestimate the reality. What can be done to prevent students from being academically unsuccessful or at least to minimize the problem? What can we do to intervene when students experience academic difficulty in our courses?

### Preventing Academic Problems Course Expectations and Objectives

Your syllabus provides a road map for students, telling them what is important and what is expected of them. It is the professor's duty to clearly communicate this informa-

tion on the first day of class. Students want professors to address basic course information such as requirements and expectations at this time. What is your attendance policy? How will attending class help students succeed? What content will the course cover? For example, students are often amazed to discover that they will be required to master concepts in biology, perception, and development when they are enrolled in a general psychology course. They are expecting to hear about psychological disorders and therapy when only a fraction of the course may cover this content. Students also need to see the relevance of a psychology course to their lives. Explain why psychology may be useful to know and how it may apply to them.

Communicate to students what your tests and assignments will be like. How much studying will be required to do well? Do you have a clear grading policy? You may even consider incorporating a syllabus section on *How to Do Well in this Course*. After reviewing the syllabus, ask students to anonymously write at least three questions they have about the course. Collect their questions and assess them. What were they confused about? Do students still have any misconceptions about the course? Address these issues at the next class meeting. You may even consider giving students a quiz on syllabus content to ensure that they read it carefully.

### Course Prerequisites

It is important that students start your course with at least the minimal skills necessary to do well. Have students met the course prerequisites? What are their reading and writing skills? Even though it is not a college prerequisite *per se*, I caution students who are

enrolled in remedial courses that psychology will require the ability to comprehend abstract concepts and that correct English usage is required on any written assignments. If students lack these skills, yet still want to remain in the course, they now understand that the course work will require that they receive extra tutoring in these basic skills.

### Selection of Textbook and Study Guide

Make sure students are aware of the correct textbook to purchase, especially when a standard textbook is not the norm. Is the textbook available at the start of the semester? Have you taken into account your students' reading level or any language barriers when selecting a textbook? Does the textbook provide relevant examples? Does it emphasize the same material as your lectures? Will you require the study guide? Does the study guide promote active learning and have questions that model the type of test questions that you are likely to give to students? Considering these issues is more likely to create a *goodness of fit* between the textbook, your students' academic skills, and course expectations and objectives.

### Clarity of Assignments, Tests, Projects, etc.

Often students are upset with their performance in a course because they did not know what the professor was looking for in an assignment. Or they describe test questions as *tricky*. Or they say that they didn't know what material was going to be emphasized. You can do several things to minimize these complaints while at the same time making the students responsible for their learning.

Save representative student assignments and include them as examples for future stu-

dents. Students are honored when you ask for a copy of their work! Break down research papers or projects into discrete steps, each with their own deadline. For example, students must turn in their sources for a research paper by a certain date. You then can give feedback regarding primary and secondary sources, or whether they have enough sources. This feedback will then assist students when they meet the next deadline of writing the introduction leading up to their hypothesis. At the same time it encourages effective time management.

Consider offering mini quizzes using the type of questions they can expect to see, and that highlight the material that will be emphasized on the exam. At the beginning of each course section, I distribute what I call *study objectives*. This two-page handout lists all the material I expect students to master for the upcoming exam (e.g., describe the functions of each part of the brain; compare and contrast Piaget's and Vygotsky's theories on cognitive development). It does not reflect what *could be* on the exam, but actually what *will be* on the exam. If it is on the handout, students can be certain that they will be tested on that information. Some of this material will be emphasized during class time, but several objectives direct students to those portions of the text that they will be required to master independently. By adopting this strategy, students know exactly what information they are responsible for learning.

### Class Time

Many of us received minimal training on teaching in our graduate studies. We teach generations raised on fast paced media directed toward a short attention span. Given this situation, our teaching and presentation style are critical to student learning. It is necessary to speak at an appropriate vocabulary level, defining and reinforcing psychological terms at every opportunity. Have a clear organization and/or outline for each day's material. Cue students at the beginning of class with a brief review of the previous classes' theme, how that relates to the current course information, and summarize what has been covered at the end of the class period. Consider handing out an outline of your lecture, or putting it on the board (overhead) before class starts.

Relate the different subfields of psychology to each other so that students can grasp the

big picture of psychology. For example, explain how psychoactive drugs or memory relate to the material on biology, or highlight classical and operant conditioning again when discussing emotions or attitude formation. In a general psychology course, I typically cover therapy as the last section in my course because it nicely brings together all the concepts of the course: biology, learning, perception, development, etc. Whenever possible, illustrate concepts with demonstrations so that students can see psychology in action and apply it to themselves. Use examples relevant to them! How does their music relate to the content? How can their social world (friends, dates, jobs, family) relate to psychological phenomenon? If you feel that you are too old or too *out of it* to identify with your students, give them the opportunity to provide you with relevant examples from their lives.

### Assisting Students with Academic Difficulty

You have followed all of the teaching tips previously described, give your first exam, and a large percentage of the students fail or only do marginally well, or most do well but one or two are really struggling. Now what? Don't despair! Don't throw up your hands, give up, and commiserate with colleagues on how students are so different today than yesterday. Nor should you reduce your expectations, curve grades, or *dumb down* your course. We can help students do better! However, faculty must be patient. There is always another student who needs help and when working with individual students change and progress are often slow.

Meet with students who are not academically succeeding and assess and discuss the following issues:

### What Problems? Initial Assessment

You need to understand the circumstances of the person who needs help. What are his/her concerns or problems? The assistance needed by a first semester college student may differ from that of a junior or senior, who theoretically should already know how to do well in college. There are transfer students, nontraditional students, single-parent students, all of whom may need modifications in the type of assistance that is required. Getting to know the individual student may make it easier to address and pinpoint students' difficulties and put them within a context.

### Are They Reading the Material and How Often?

Have students bought the required textbook and have they read the assigned chapters? Students are often amazed when they hear that they may need to read the material three or four times to comprehend it.

Do students pre-read prior to coming to class?

Do they briefly review the material that will be discussed?

Do they actively read the material and have questions in mind as they read?

Do they monitor their reading to ensure comprehension and reread the material after class to clear up any questions they have?

Have they considered taking notes on their reading?

Employing these strategies enhances memory by engaging in the techniques of rehearsal, semantics, and distributed practice.

### Review Students' Study Habits

Assessing students' study habits often pinpoints where improvement and practice may be needed.

Are their notes clearly outlined and detailed?

Do they review and organize them after class?

Are they grasping the main concepts?

Are they asking questions during class when something is not clear?

Do they provide examples in their notes as cues for remembering?

Are they using the study guide?

Is the environment in which they are studying appropriate?

Is it a quiet place free from distractions?

Do they apply the principle of distributed practice by breaking up study sessions or do they attempt to cram for exams?

### Active Learning

Assess what steps students are taking to actively learn the material. Simply reviewing their notes the night before the exam will not be sufficient to succeed.

Do they use note cards?

Have they outlined the chapters?

Rewritten their notes?

Can they organize a study group to discuss

SEE TIPS ON PAGE 26

# Department Profile

DEPARTMENT PROFILE informs the research community about faculty, programs, research, and activities in psychology departments across the country and around the world. This feature is designed to give *Observer* readers a taste of what is happening outside their own environment. The *Observer* invites psychology departments to submit their department for inclusion in the free profile. Contact: Editor, APS *Observer*, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907; or by email at [ewr@aps.washington.dc.us](mailto:ewr@aps.washington.dc.us).

## George Mason University

The Department of Psychology at George Mason University supports high standards of scholarship to inform and improve a changing world. Graduate programs are distinguished by an emphasis on both basic research and the application of research to solving practical problems in families, schools, industry, government, and health care settings. Undergraduate programs are distinguished by an unusual breadth of core requirements, use of technology to supplement classroom instruction, and a variety of practicum experiences. Research by faculty and students has earned national respect, and over the past several years has resulted in more than \$2 million in grants, 100 conference presentations, and 50 publications annually. George Mason University's location in the thriving suburbs of Washington, DC, offers many employment opportunities for psychologists in government, business, and not-for-profit organizations.

### Chair

Robert F. Smith has been at George Mason University for his entire professional career. His research centers around effects of drugs and chemicals on behavioral and neurological development; recent work has centered around prenatal cocaine and alcohol exposure in rats.

### Faculty

John A. Allen	Cathy Emery	Walter J. Moretz
Giorgio Ascoli	Carol J. Erdwins	Robert Pasnak
Ralph Barocas	Edwin A. Fleishman	John H. Riskind
John Blaha	Jane M. Flinn	Robert P. Rugel
Doris A. Bitler	Manuel Gerton	James F. Sanford
Deborah A. Boehm-Davis	Theodore L. Gessner	Steven Schiff
Alan C. Boneau	Wayne D. Gray	Christian D. Schunn
Louis C. Buffardi	Robert W. Holt	Jerome L. Short
Ann B. Butler	Michael Hurley	Robert F. Smith
Linda Chrosniak	Richard J. Klimoski	June Price Tangney
Jose M. Cortina	Elyse Brauch Lehman	Otto F. Wahl
Elizabeth K. DeMulder	James E. Maddux	Patricia Wanschura
Susanne Denham	Karen Mahach	Adam Winsler
Kimberly K. Eby	Scott P. Merydith	Stephen Zaccaro

### Undergraduate Program

The undergraduate psychology program stresses breadth and abundant opportunities for students to gain both independent research experience with faculty mentors and practical experience through service learning and clinical practica. The department offers both Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. The department also offers a three-semester Honors Program for select juniors and seniors.

### Research Areas

The faculty of the Department of Psychology conduct research on a wide range of topics, including: assisting normal cognitive development for young or handicapped children; contributions of emotional competence to children's mental health; impact of coping styles on work attitudes and sense of well-being; developmental changes and individual differences in children's attention; the nature of successful leadership of project teams in the information technology industry; aggression reduction in adolescents; media images of mental illness; leadership, team processes and team adaptation and; integrated multi-team decision making, processes, and effectiveness

### Contact Information

<http://www.gmu.edu/departments/psychology/>

## Graduate Program

### Graduate Training

#### *Experimental Neuropsychology /Physiological Psychology*

The MA in Experimental Neuropsychology and the PhD in Physiological Psychology train students in basic research in brain-behavior relationships and the applications of this research to improving the human condition. Using a wide range of current neurobiological techniques, the program faculty collaborate with scientists at the Krasnow Institute for Advanced Study and the Shared Research Instrumentation Facility (SRIF).

#### *School Psychology*

The MA and Certificate of Advanced Graduate Studies in School Psychology trains students to apply psychological theory and research to the problems of education. This program is coordinated jointly by the Psychology Department and the Graduate School of Education. Program graduates serve as school psychologists in the public schools or similar human-services settings.

#### *Industrial/Organizational Psychology*

The MA and PhD programs in Industrial/Organizational Psychology trains students in the theories and research methods of industrial/organizational psychology and their applications in work settings, such as industry and government. The program develops psychologists capable of working in either applied or academic settings.

#### *Human Factors/Applied Cognition*

The MA and PhD programs in Human Factors/Applied Cognition (HF/AC) trains students in the application of theories and research from human factors psychology and cognitive psychology to "real-world" problems. Students can develop expertise in cognitive ergonomics, cognitive task analysis, computational cognitive modeling (such as ACT-R), usability evaluation methods, the psychology of programming, expertise, interface design, transportation, and telecommunications. The programs emphasize the development of quantitative skills and programming expertise.

#### *Applied Developmental Psychology*

The MA and PhD programs in Applied Developmental Psychology provide basic knowledge about normal development, skills for assessing developmental level, and techniques for planning and evaluating programs that foster development. Both the MA and PhD programs prepare students for employment in agencies concerned with educational and health programs for children, enrichment programs for infant and preschoolers, and education programs for parents.

#### *Clinical Psychology*

The PhD program in Clinical Psychology trains students in the application of psychological theory and research to the understanding and treatment of psychological disorders. The program is guided by the scientist-practitioner model and is committed to both research and clinical practice. The major features of the program include clinical skills training from the first year, clinical seminars, and supervised clinical work in the department's Psychological Clinic.

### Joint and Interdisciplinary Programs

**ARCH Lab** — The Applied Research in Cognition and Human Factors (ARCH) Laboratory was founded in 1996 by merging the C-A-T (cognition-artifact-task) Laboratory with the Human Factors Laboratory. Funded primarily by grants from government and industry, the ARCH Lab operates as the research arm of the Human Factors and Applied Cognitive Program (HFAC). As such, the ARCH Lab encourages collaborative research among faculty and students in the HFAC Program. The research conducted by lab members tends to emphasize complex cognition with an applied twist. Current projects range from scientific reasoning to cognitive workload to the training of commercial airlines pilots to the strategies used by submarine commanders.

**Center for Cognitive and Behavioral Studies (CBCS)** facilitates basic and applied research, teaching, and service activities related to the determinants of human behavior, functioning, or performance in family, work and non work settings. Funding derives from faculty initiatives in seeking support from a wide variety of business and industries, private foundations, associations, federal agencies, and state and local governments. The CBCS works with psychology faculty and those advanced graduate students who are interested in obtaining research sponsorship and in the effective execution of grant contract obligations.

**Psychological Clinic** is the main training facility for students in the Clinical and School Psychology programs. It provides psychological services to children and adults in Northern Virginia, including psychological and educational evaluations and psychological interventions for children, adults, couples, and families. The Clinic also serves as research facility for faculty and students.

**The Krasnow Institute for Advanced Study** is an independently funded institute on the GMU campus. The Krasnow Institute supports empirical and theoretical work in the neurosciences to advance our understanding of neural function and human cognition. Joint faculty appointments between Psychology and Krasnow currently pursue research in neuroanatomy, neurochemistry, neurophysiology, and behavior.

**INOVA-Fairfax Hospital** is the site for a new joint program in Clinical Neuropsychology. George Mason students are trained to evaluate neuropsychological functioning in patients with diverse types of trauma and disease. The program is expected to support joint research projects, as well as training.

**Regional school systems** are sites for training students in our School Psychology MA program, and are research sites for several faculty. Regional school systems and Mason's Psychology Department have recently formed a coalition to request Federal support for a regional center at Mason which would work with schools and parents to support cognitive and emotional development of children.

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# APS Members In the News . . .

**Mary Anne Baenninger**, The College of New Jersey, *The Washington Post*, Sept. 8, 1999: Yawning

**Ronald Baenninger**, Temple Univ., *The Washington Post*, Sept. 8, 1999: Yawning

**Renee Baillargeon**, Univ. of Illinois, *US News & World Report*, Sept. 13, 1999: Infant understanding

**Kelly Brownell**, Yale Univ., *Vogue*, October 1999: Desire to be thin

**John Bruer**, JS McDonnell Foundation, *US News & World Report*, Sept. 13, 1999: Infants cognitive development

**Mary Carskadon**, Brown Univ., *The Washington Post*, Sept. 21, 1999: Circadian rhythms of teenagers

**Richard Davidson**, Univ. Wisconsin, *Fitness*, October 1999: Stress

**Carlo DiClemente**, Univ. of Maryland-Baltimore, *Shape*, October 1999: Relapse as a part of change

**Nancy Etcoff**, Harvard Medical School, *The New York Times*, June 13, 1999: Health and beauty

**Dolores Gallagher-Thompson**, Univ. of Southern California, *The New York Times*, June 13, 1999: Losing a spouse

**James Grau**, Texas A&M Univ., *The New York Times*, Sept. 21, 1999: Spinal cord and learning

**Megan Gunnar**, Univ. of Minnesota, *US News & World Report*, Sept. 13, 1999: Relationships between infants and parents

**Alan Leslie**, Rutgers Univ., *US News & World Reports*, Sept. 13, 1999: Down's syndrome

**Gary Marcus**, New York Univ., *US News & World Report*, Sept. 13, 1999: Basic tools for learning syntax

**Martha K McClintock**, Univ. of Chicago, *Science*, Sept. 17, 1999: Steroids and emotions

**Andrew N. Meltzoff**, Univ. of Washington, *US News & World Report*, Sept. 13, 1999: Infant learning, adult theory-formation, and scientific reasoning

**Nora Newcombe**, Temple Univ., *US News & World Report*, Sept. 13, 1999: Infant learning

**Susan Nolen-Hoeksema**, Univ. of Michigan, *The Washington Post*, Aug. 31, 1999: Depression and alcohol

**Robert Provine**, Univ. of Maryland Baltimore County, *The Washington Post*, Sept. 8, 1999: Babies and yawning

**Arnold Sameroff**, Univ. of Michigan, *US News & World Reports*, Sept. 13, 1999: Infants and stimulation

**Paula Tallal**, Rutgers Univ.-Newark, *The New York Times*, Sept. 14, 1999: Phonological processing

**Ross Thompson**, Univ. of Nebraska, *US News & World Report*, Sept. 13, 1999: Environment stimulating brainpower

**Carl Thoresen**, Stanford Univ., *The Washington Post*, Sept. 9, 1999: Anger and forgiveness

**Jaylan Turkkan**, National Inst. on Drug Abuse, *Shape*, October 1999: Fear and addiction

**Everett Worthington**, Virginia Commonwealth Univ., *The Washington Post*, Sept. 9, 1999: Anger and forgiveness

# People

APS Charter Fellow **Stanley Coren** was recently elected Fellow to the Royal Society of Canada. Founded in 1882, the Royal Society of Canada is a national academy that promotes learning and research in the arts and sciences. The Royal Society cited Coren's work on the development of sensory assessment techniques, the neuropsychology of laterality (emphasizing handedness), and his recent work on sleep. Coren is a professor of psychology at the University of British Columbia. He received his undergraduate degree from the University of Pennsylvania and his doctorate from Stanford University.



APS Fellow **Howard S. Friedman**, professor of psychology at the University of California-Riverside, received the career award for Outstanding Contributions to Health Psychology given by the Health Psychology division (38) of the American Psychological Association. Friedman was chosen for a series of contributions including documenting a life-long link between early personality and longevity, uncovering the association between depression and heart disease, significant progress in understanding the relations among emotions, personality, and self-healing, research on health promotion and skin cancer, and work on doctor-patient communication, as well as his efforts in health psychology training and education.



APS Fellow **Dean Keith Simonton** was named recipient of the William James Book Award for *Origins of Genius: Darwinian Perspectives on Creativity*. The award acknowledges those who have made significant intellectual advances in bridging the gaps among psychological subfields, or in relating psychology to other areas of human knowledge. It will be officially bestowed by Division 1 (Society for General Psychology) at the next annual convention of the American Psychological Association to be held in Washington, DC, in the year 2000.



APS Member **James Waller** was recently awarded a \$35,000 fellowship from the Pew Foundation of Philadelphia. The fellowship enables Waller to continue his research on the psychology of human evil. The resulting book, contextualized in case studies of perpetrators from the Holocaust and other genocides, will present a theory of how ordinary people come to commit extraordinary evil.



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- 3) Once you have successfully logged on, you will come to the *Psychological Science* page, which lists the issues that are available online.
- 4) **Select the issue** you wish to access. You will come to a page that lists the articles for that particular issue.
- 5) **Select the article** you wish to read. You will then see the abstract for that article. Select **Document Availability**. You will need Adobe Acrobat to view the article, which is in PDF format. Select **Deliver Document** to open the article.

**The password for access will change as of January 2000. All paid APS Members will receive the new password.**

Directions for accessing the journal articles and a link to the starting website—in addition to any changes or updates in the process—will be available on the APS Website on page:

[http://www.psychologicalscience.org/publications\\_journalonline.htm](http://www.psychologicalscience.org/publications_journalonline.htm)

Please bookmark for future reference.

## TRAINING FROM PAGE 5

ongoing work in the behavioral sciences, including a breakdown by Institute and funds within each Institute of research and training activities included in NIH's behavioral and social science portfolio." In part, this is a reaction to NIH's usual response when Congress looks for an increase in behavioral science, which can be summed up as "we're already doing enough, thank you."

But "enough" seems to be a fluid concept. In the past several years, NIH's estimates of its total support for behavioral science have ranged from \$300 million to a billion dollars (which would make it larger than most NIH institutes). While the estimate has grown impressively in response to Congressional pressure, without better information, it's hard to get a sense of whether the actual enterprise has changed all that much.

The provisions described above, as well as those discussed in the remainder of the story, are part of the explanatory reports that Congressional appropriators issue when they approve the annual budget for NIH. Together, they comprise a clear message from Congress that NIH needs to increase and strengthen its behavioral science research portfolio.

They also are the direct outcome of APS's efforts to raise Congressional awareness of the status of behavioral science research at NIH, both in general and at individual institutes. The topics discussed here had their origins in APS's Congressional testimony on the FY 2000 budget for NIH when the formal appropriations process began last spring. (The testimony is posted on the APS Website.) More importantly, APS continued to discuss these issues during informal conversations with Congressional staff throughout the year.

### Basic (Research) Instinct

Both the House and Senate also addressed the lack of training and research support for behavioral science researchers at the National Institute of General Medical Sciences (NIGMS). Not a familiar name? Well, that's probably because right now, NIGMS doesn't sponsor behavioral science research. Known informally as the "basic research institute," it is the only institute mandated to support research not targeted to specific diseases or disorders.

Whether deliberate or an oversight, NIGMS's lack of support for behavioral science has gotten Congress' attention: "There is a range of basic behavioral research and training that the Institute could support," said the House Appropriations Committee, "such as the fundamental relationships between the brain and behavior, basic cognitive processes such as motivation, learning, and information processing, and the connections between mental processes and health. The Committee encourages NIGMS to support basic behavioral research and training, and to consult with the behavioral science research community and other Institutes to identify priority research and training areas." The Senate Appropriations Committee echoed these sentiments.

NIGMS is expected to reach at least \$1.2 billion in FY 2000, making it the fourth largest institute of the 20+ institutes that make up NIH.

### Other Highlights

In addition to the items described above, the Senate targeted a number of behavioral science initiatives at NIH. The verbatim

## Excerpts from FY 2000 Senate Appropriations Report on NIH (S. Rpt. 106-166)

### Office of the Director

**Training.** - The Committee remains concerned that NIH rejected recommendations of the National Academy of Sciences for research training in nursing, oral health, health services research and behavioral science. NAS recommended that stipends be increased and the number of awards for these disciplines be increased. Though NIH implemented the stipend increase, the Committee requests NIH to reconsider and develop a plan for complying with the NAS recommendation regarding the number of training awards made available. The Committee encourages NIH to develop a plan for assisting the national institutes to establish training programs for young behavioral science investigators similar to the B/START (Behavioral Science Track Awards for Rapid Transition) programs at NIMH, NIDA, and NIAAA. [Note: A similar provision on training appeared in the House Appropriations Committee report.]

**Behavioral Science.** - There is a growing public awareness of the behavioral underpinnings of disease. Heart disease, lung cancer, liver disease, AIDS, suicide, developmental disabilities, and many neurological and cognitive disorders can be attributed directly or indirectly to unhealthy behavior. Yet NIH has never fully incorporated behavioral research as part of its core public health mission. The Committee urges NIH to provide a detailed description of NIH's ongoing work in the behavioral sciences, including a breakdown by institute and,

SEE EXCERPTS ON PAGE 23

language is provided on above and on page 23, but here are the highlights:

- **Mental Health** — The Senate supports an initiative in psychology and public health now being developed at the National Institute of Mental Health (NIMH), as well as an NIMH project on connecting basic behavioral research with clinical and applied research. The Senate also highlighted behavioral research on violence.
- **Drug Abuse** - Calling the National Institute on Drug Abuse (NIDA) "a model of how to approach behavioral science and public health responsibilities, the Senate commended NIDA's new Clinical Trials Network (see the March 1999 issue of the *Observer* for details on this initiative).
- **Alcohol** - The Senate expressed support for initiatives by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in the areas of college-age binge drinking, training for young behavioral science investigators, and expansion of its behavioral science research portfolio.
- **Aging** - The National Institute on Aging (NIA) was urged by the Senate to use the findings from a study by the National Academy of Sciences in developing its research in cognition and aging.
- **Child Development** - The Senate expressed support for initiatives in behavioral and cognitive aspects of child development at the National Institute on Child Health and Human Development (NICHD) and urged NICHD to expand its support for young behavioral scientists ala B/START.

Sarah Brookhart



## MISSION FROM PAGE 5

leaving little time for negotiations. Finally, the major parts of the NSF bill actually deal with Veterans and Housing. NSF usually doesn't get much air time.

But Sen. Inouye's office also saw this as a serious issue, particularly since the Senator's language was misused. Drawing on background information provided by APS, Sen. Inouye's office approached the Committee to talk about options for overturning the language. Pressure also was coming in from NSF itself, which voiced strong objections to the language. (We understand that NSF Director, biologist Rita Colwell, and Deputy Director, engineer Joe Bordogna were not pleased to read that NSF's core mission was physical science.)

APS told legislators that the appropriations report language tries to undo the heart of NSF's legislative reason for being, which is to support basic research in many separate fields. Instead, it inaccurately presents NSF's core mission as the physical sciences. The truth is, NSF's core mandate also includes biology, mathematics, engineering, etc., in addition to the social, behavioral, and economic sciences.

Equally alarming, the language implies that there is a hierarchy in which behavioral and social science research is secondary to other areas of science. This is false not only in terms of NSF's mission, but also in terms of the realities of the sciences themselves. Behavioral research is among the country's best science, and is second to none in its potential to increase our understanding of some of the Nation's greatest concerns, including literacy, productivity, international relations, technological advancement, cultural diversity, and the development of human capital, to name a few.

Finally, APS noted that the language also contradicts the Senate Committee's history of strong support for NSF's behavioral and social science research programs, dating back almost 10 years

ago to the establishment of the SBE directorate and NSF's Human Capital Initiative, and more recently, the restructuring of the SBE directorate in order to accommodate the unprecedented scientific productivity in these fields. This history of support was underscored during the debate on the FY 96 NSF budget, when Sens. Bond, Inouye, and then-subcommittee chair Barbara Mikulski (D-MD) reiterated their strong support for NSF's SBE programs.

The break came from Sen. Christopher "Kit" Bond (R-MO), chair of the appropriations subcommittee that directly oversees the NSF budget, whose staff inserted the language in the report in the first place. Sen. Bond's office, which had not anticipated the reaction to their language, wanted to keep this from being a full-blown incident, and suggested that the problem be dealt with right away, while the bill was still being discussed on the Senate floor.

After negotiations, a colloquy — a scripted conversation often used to clarify the intention behind a particular action — between



Bond



Inouye

Sens. Inouye and Bond was approved and became part of the Congressional debate on the bill. APS was instrumental in developing that colloquy, which is reprinted to the right and on page 28. In it, Sens. Inouye and Bond express strong support for NSF. Sen. Bond explicitly indicates that behavioral and social science research is part of NSF's core mission and that NSF's support for behavioral and social science should be neither narrowed nor reduced, effectively reversing the earlier report language.

All things considered, this is a good ending to an initially bad story. But the final outcome of the NSF budget remains uncertain. At this writing, the Senate has approved a 5.8 percent increase for NSF, which would bring the agency to \$3.9 billion in FY 2000, while the House version gives NSF a lower amount than last year's budget.

*Sarah Brookhart*

## Senate Colloquy on Behavioral and Social Science Research at NSF September 23, 1999

**MR. INOUE.** Mr. President, will the chairman of the Veterans Affairs and Housing and Urban Development and Independent Agencies Subcommittee yield for a question?

**MR. BOND.** I yield for a question from the senior Senator from Hawaii.

**MR. INOUE.** I thank the chairman for yielding.

As the chairman knows, the Veterans Affairs and Housing and Urban Development and Independent Agencies Subcommittee has a strong history of support for the behavioral and social science research programs of the National Science Foundation, NSF, dating back to the beginning of this decade. Basic behavioral and social science research, which ranges from research on the brain and behavior to studies of economic decision making, has the potential to address many of our Nation's most serious concerns, including productivity, literacy, violence, and substance abuse, as well as other diverse issues such as information systems, artificial intelligence, and international relations.

Under his leadership and that of our colleague, Senator Barbara Mikulski, the subcommittee strongly encouraged the establishment of a separate directorate for these sciences at NSF and was instrumental in encouraging that directorate to pursue a basic behavioral science research agenda known as the Human Capital Initiative. Most recently, this subcommittee expressed strong support for the planned reorganization of the Social, Behavioral, and Economic Sciences directorate's single research division into two separate divisions, a Behavioral and Cognitive Sciences Division and a Social and Economic Sciences Division. This reorganization was necessary to accommodate the explosive pace of discovery in the behavioral and social sciences and to promote partnerships with other disciplines.

Basic research in these sciences has contributed to the Nation's economic prosperity and national security. Given the critical importance of these fields to the national interest, and recognizing the enormous strides being made in these sciences, I seek your clarification because the report language included in your commit-

SEE COLLOQUY ON PAGE 23

**PSPI FROM PAGE 1**

new endeavor. *PSPI*'s Editorial Board includes Elliot Aronson, Richard Klimoski, Lewis Lipsitt, APS Past President Elizabeth Loftus, Sue Mineka, APS Board Member Roediger, Dan Schacter, John Swets, Carol Tavis, and Elaine Walker.

"Psychology has a great deal to offer the general public, but we don't always take the steps necessary to showcase what we can contribute," said Schacter. "*PSPI* will provide a unique forum for communicating cutting-edge psychological science that bears on issues of great concern to the general public."

The first issue of *PSPI* is expected to come out late next year or early 2001 and several articles are already commissioned, including assessments of:

- merging objective and subjective evidence for better diagnostic decisions;
- the scientific status of projective techniques;
- the effect of class size in terms of school achievement and dropout rates; and
- whether herbal remedies such as Ginko really enhance memory, attention, and cognitive functioning.

A number of other studies have been proposed and are under consideration by the editorial board including: controlled drinking vs. abstinence; whether sex education programs influence behavior; looking at who Ritalin works for; the efficacy of subliminal tapes; whether speed reading works; and whether self-esteem training improves student outcomes. (APS Members are encouraged to submit study ideas for *PSPI*. Ideas should be sent to Ceci at sjc9@cornell.edu or Bjork at rabjork@psych.ucla.edu.)

"The commissioned articles presented in *PSPI* might support the claim or practice, or might conclude that it either contradicts or lacks sound scientific evidence," said Kraut. "One additional aim may be to try to settle debates where there might be evidence on both sides."

**One Small Step for APS****One Giant Step for Psychology**

Bjork and Ceci developed the initial idea for *PSPI* during a Board of Directors brainstorming session in 1997.

"I was keenly aware of a growing confusion among the public over what seemed like a barrage of conflicting claims in the media," said Ceci. "For instance, claims about whether Ginkgo was a cognitive enhancer, or whether so-called subliminal tapes helped boost self-esteem, reduce weight, and stop smoking. I felt that scientific psychology, because of its emphasis on what I term 'proof by disproof,' or the designing and testing of alternative hypotheses, was in an excellent position to contribute to society by carefully studying these claims and issuing what I hoped would come to be seen as definitive 'white papers' on each topic. By putting together teams of highly competent researchers, and giving them both the resources and infrastructure to conduct and publish their evaluations of such claims, *PSPI* would be a giant step toward 'giving psychology away'—but only those aspects worth giving away."

Bjork's interest stems in part from his nine-year involvement with a National Research Council (NRC) Committee on Techniques for the Enhancement of Human Performance (CTEHP).

"During the nine years I was involved, including six as chair, the committee was charged with reporting on what research had to say about the effectiveness, or lack thereof, of techniques designed to enhance individual or team performance," said Bjork. "The range of issues/questions/techniques we considered across those three agendas made me appreciate, even more than I did before, how much our science has to offer. I was attracted to the *PSPI* project by its uniqueness and enormous potential. Ceci and I have each argued in various places that *PSPI* could prove to be a 'watershed' event for our field. I really believe that is true and I wanted to be a part of creating that event."

Initially the publication will come out as a supplement to *Psychological Science* that will be bound separately but mailed twice a year with the journal. Each issue of *PSPI* will include one or two commissioned reports. While the main audience for *PSPI* is intended to be psychological scientists, it will also be of value to consumers, practitioners, courts, legislators, federal agency policy makers, and leaders in business, military, and education. In addition, *PSPI* reports could serve to disabuse reckless or ungrounded claims and provide the public with better ideas about the usefulness of scientific psychology.

"The ultimate goal of *PSPI* is for it to be seen by psychologists, laypersons, and policy makers as *the* source of dispassionate, non-self-interested evaluation of societally important claims, such as whether smaller class sizes really do boost achievement, and if so, for which groups and under which conditions," said Ceci. "Scientific psychology is in a unique position to address such concerns, and the ultimate goal is to do so with the same high level of quality for which the NRC is known."

**Reaching Out and Giving Away**

The new publication has already sparked interest in the field. In addition to the support from *Scientific American*, the National Institutes of Health Office of Behavioral and Social Sciences Research facilitated the planning and development of the publication.

Bjork said the *Scientific American* link has the potential to communicate what psychology has to offer outside psychology circles.

"I see *PSPI* as having two goals, one primary and one secondary. The primary goal is to, in actual fact, give psychological science away," said Bjork. "I am convinced that it is our science, not the physical or engineering sciences, that now has the most to offer as a means of addressing our most pressing societal problems in domains like health, education, safety, and conflict resolution. The fundamental answers to problems like substandard schools and violence in the streets, for example, do not lie in faster computers or better metal detectors. The secondary, but very important, goal has to do with the image and reputation of our science. We have reached the point where we *do* have a great deal to offer, and *PSPI*, especially given the *Scientific American* link, has the potential to make that clear to both intelligent lay persons and to scientists in other fields."

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## FROM PREVIOUS PAGE

*PSPI* editorial board member Aronson said the new publication can help bridge the disconnect that often frustrates psychological scientists between good research and policy-makers.

"I have been frustrated by my failure to get institutions and policymakers to pay attention to our findings and use them in productive ways," he said. "It seems as though most policymakers simply assume that social psychology is common sense that they already know about. Thus, although most public figures would not make pronouncements about nuclear physics, they show no hesitation in assuming they know about such things as prejudice or what to do about the recent spate of mass murders of kids by kids in our schools. We need to have a forum that addresses these issues in a manner that can be read and understood by policymakers."

Once commissioned by the editorial board, a member of the board will serve as the article's "action editor," responsible for working with the article's authors and shepherding the report through development. Once a report is written and approved by the action editor, it will be submitted to the *PSPI* editorial board for approval.

Swets is co-authoring one of *PSPI*'s first commissioned articles.

"Along with Robyn Dawes and John Monahan, I am working on an early article, on augmented decision making in diagnostic settings. With illustrations from various fields, we will show how

effective statistical prediction rules can be, in combining relevant pieces of evidence in an optimal way, to increase diagnostic accuracy, and how effective decision analysis can be, in setting a decision threshold for a positive response that achieves the right balance between errors of omission and commission, depending on their relative costs," he said. "Examples of this include predicting violence, diagnosing cancer, weather forecasting, and school admissions. Then we will consider why these methods go unused in many diagnostic fields that obviously need them badly, even where diagnostic decisions are matters of life and death, and even in some fields where their efficacy has been amply demonstrated. And we will consider strategies for increasing their use, potentially to the substantial benefit of individuals and society, such as with screening for AIDS, or detecting cracks in airplane wings."

Loftus is overseeing the upcoming *PSPI* article on Ginkgo. Paul Gold is heading up this project.

"Ancient Chinese healers used an extract from the Ginkgo tree as a remedy for various ailments," said Loftus. "Today it is being promoted heavily, via appealing advertisements, to the public as an enhancer of memory and attention. Millions spent on advertising; more millions spent by consumers, but does it work? It is thought to improve functioning by increasing blood flow to the brain and extremities, but does it? This is a fantastic issue for psychological science to examine since the health and pocketbooks of so many individuals may hinge on its findings."

*Elizabeth Ruksznis*

## IRB FROM PAGE 6

person or in writing. If this does not happen, the investigator should bring this requirement to the attention of the IRB and, if necessary, the relevant institutional officials.

It should be noted that, while institutions cannot approve research disapproved by the IRB, institutions may require a further level of review to determine if the research meets institutional requirements not related to the protection of human subjects. This is the recommended procedure for institutions to evaluate research for institutional risk management, which is not an IRB responsibility.

**Assessment and Education About Research Risks and Related Issues**

Some of the concerns raised under this topic include: IRBs are not capable of evaluating behavioral research; IRBs do not accurately assess risk to subjects; IRBs are reviewing scientific merit rather than focusing on risk; and IRBs are dictating scientific design.

Once again, these stem from inadequate education on the part of both IRBs and investigators. The federal policy requires that IRBs have sufficient expertise to review the research that comes before it. If an IRB does not have the necessary expertise to evaluate a specific protocol, then it has an obligation under the regulations to call on outside consultants to provide that expertise. If an IRB consistently reviews behavioral research, it must have members whose professional expertise qualifies them to review behavioral research. If investigators believe that their IRB lacks such expertise, they should petition the institution to appoint additional members to the IRB or to establish a separate IRB qualified to review behavioral research.

IRBs are required to determine that the risk to subjects is reasonable in relation to the anticipated benefits of the research and that risks are minimized by use of sound research design. In order to accomplish this, IRBs must look at the scientific design and merit of the research,

since research that is without scientific merit can have no benefit. Of course, IRBs must be qualified to evaluate the scientific merit of the research they are reviewing. Again, if investigators believe that their IRB is not qualified to make these evaluations, they should bring this to the attention of the institutional officials.

Investigators should also understand that IRBs, based on their experience with human subject issues, might be sensitive to risks that investigators overlook. If there is a difference of opinion regarding risks to subjects, investigators should determine the basis for the IRB's concern and, if they still disagree, present their arguments to the IRB and ask them to reconsider. Investigators should also keep in mind that IRBs must evaluate both the magnitude and likelihood of risk to subjects. A very remote risk that has the potential to be extremely damaging to subjects must be dealt with as well as more likely risks.

**Conclusion**

The problems that most investigators seem to be having with IRBs, as indicated by the concerns raised at the Summit, do not stem from the regulations. The cause of most of these problems comes from inadequate education of IRBs and investigators, inadequate institutional oversight and/or support of the IRB review process, and a lack of communication between IRBs and investigators. OPRR is committed to a) improving the education of IRBs and investigators, b) ensuring that institutions understand and live up to their oversight responsibilities, and c) ensuring that institutions understand the critical importance of providing sufficient resources for effective and efficient IRB review.

It is up to investigators and IRBs to enter into a dialog so that each understands the responsibilities and concerns of the other. The relationship between IRBs and investigators is not inherently adversarial; they both have a common goal—conducting ethical research. With proper communication, they can work together to reach that goal. ♦

## AIDS FROM PAGE 1

be safe so that the virus won't be transmitted to anyone else," said Fisher, whose work involves encouraging adherence to medical regimen to combination therapies among the HIV positive community. "If people are not adherent to the treatment drugs and they practice risky behavior, it is possible that they can pass on treatment-resistant strains of the virus. We as behavioral scientists can uniquely bring the theory and empirical work we have to bear on issues like this in HIV prevention."

The National Institutes of Health (NIH) sponsors behavioral and social science research in reducing HIV transmission; addressing HIV-related risk behaviors and the consequences of infection; developing and evaluating behavioral strategies for preventing or ameliorating the negative consequences of HIV infection; and improving research methodologies in behavioral and social science research.

Funding for AIDS research in general, and the portion that goes towards behavioral research, have increased steadily over the years since the virus's first detection, especially in the area of prevention.

In FY 1999, the total NIH AIDS research budget was nearly \$1.8 billion. Of that, approximately \$260 million (or 14.4 percent) was devoted to behavioral and social science research, representing a 20 percent increase from the FY 1998 level of \$217 million.

However, a number of disconnects stymie the use of that research. For example, political resistance to needle-exchange programs, homophobia, and the naive "just say no" campaigns favored by some policy makers very often block the development and use of effective intervention and application strategies in the prevention and management of AIDS and HIV.

"To look at the dollars that are going to prevention research doesn't tell the whole story because even when there has been money available for research, researchers and people implementing the findings of that research are often handcuffed," said AIDS researcher and APS Fellow Greg Herek. "It is still the case that there are political concerns about where the funding

goes and that has played itself out where both sex and drugs are concerned—two things that are pretty controversial but are unfortunately the places where the action is in terms of HIV infection."

However, behavioral research being conducted by researchers like Herek, Coates, and Fisher, among others, and funded by NIH institutes and the Centers for Disease Control and Prevention (CDC) continues to break new ground and further progress.

### Interdisciplinary Efforts

The message that psychological science, in addition to biomedical science, has a strong role to play in ending the epidemic is a message that is increasingly being acknowledged and adopted by those outside the field of psychology, according to Judith Auerbach, prevention science coordinator, and behavioral and social science coordinator for the NIH Office of AIDS Research (OAR).

"The OAR is constructing a broader, more multidisciplinary area called 'prevention science,' that acknowledges that biological, behavioral, and social aspects of risk and protective behavior operate at the same time," said Auerbach, adding that in the past three years, OAR—which is re-

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***Social and political attitudes, interdisciplinary communication, and public awareness need to catch up with the science before AIDS prevention interventions can be widely effective.***

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sponsible for coordinating the scientific, budgetary, legislative and policy elements of AIDS research across NIH—has made concerted efforts to link the behavioral and social sciences with the biomedical sciences. "When you look only at the individual elements, you miss the whole picture. We are trying to better address multiple levels of analysis and develop a more comprehensive agenda in HIV prevention."

The OAR's HIV prevention science effort was initiated by William E. Paul, former director of the office. Auerbach says that under the leadership of current Director Neal Nathanson, the office has put more emphasis on the behavioral aspects of AIDS prevention, infection, and treatment.

"In 1999, we had about a 20 percent increase in funds available for behavioral and social science and prevention science from the year before," said Auerbach. "For the behavioral science community, that is important to hear. Very often we feel like we are the underdogs—we are always underfunded and we always seem to be struggling. Nathanson has worked with the institutes to really grow the behavioral and social science portfolio—especially that which is focused on prevention—and we have seen significant dollar increases and advances in scientific knowledge and their application as a result."

### Before it had a Name

Ellen Stover, who now heads the National Institute of Mental Health (NIMH) Division of Mental Disorders, Behavioral Research and AIDS, has watched NIMH's AIDS research portfolio grow in 16 years from an initial \$200,000 to \$115 million today.

According to Stover, behavioral research in the very early days of AIDS included hypothesis testing with different groups of people in different communities. As the disease spread, interventions had to be developed for people of varying cultures or ethnic or minority backgrounds. Behavioral scientists were trying to get an understanding of what should be involved in the development of interventions that would encourage either safer behavior or reductions in the kinds of behaviors that were transmitting the virus.

"Back then," she said, "there was a lot of discussion about waiting for the vaccine. One of the important roles behavioral science played early on was to point out—and true today—that even if there were to be a vaccine, you still need to understand what would get people later on into treatment? What would get people to take a vaccine?"

Today, NIMH's AIDS research efforts continue in behaviorally oriented prevention, and in biobehavioral research relating to pre-infection risk and post infection behavior and cognitive effects of the virus. NIMH has also recently appointed two new branch chiefs and continues to actively recruit in the areas of AIDS prevention and

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## Websites of Interest

NIH Office of AIDS Research  
[www.nih.gov/od/oar/index.htm](http://www.nih.gov/od/oar/index.htm)

NIMH AIDS Information  
[www.nimh.nih.gov/oa/index.htm](http://www.nimh.nih.gov/oa/index.htm)

NIDA AIDS Program Announcements  
[www.nih.gov/OOA/ProgAnnoun.html](http://www.nih.gov/OOA/ProgAnnoun.html)

CDC AIDS/HIV Program Information  
[www.cdc.gov/nchstp/hiv\\_aids/dhap.htm](http://www.cdc.gov/nchstp/hiv_aids/dhap.htm)

Health and Human Services  
 Office of HIV/AIDS Policy  
[www.hhs.gov/progorg/ophs/ohap.htm](http://www.hhs.gov/progorg/ophs/ohap.htm)

UCSF Center for AIDS Prevention Studies  
[www.caps.ucsf.edu](http://www.caps.ucsf.edu)

University of Connecticut Center for  
 HIV Intervention and Prevention  
<http://psych.uconn.edu/chip.html>

### FROM PREVIOUS PAGE

other behaviorally oriented areas.

"The epidemic is still here," said Stover. "While we are waiting for the development of a vaccine, the role of behavioral science is absolutely critical in the prevention and further spread of the virus both here and abroad."

Stover encouraged APS members who have an interest in AIDS research or who already may be conducting research in the area to contact NIMH (301-443-9700) regarding supplemental funding and new awards.

### Needles and Pins

There is a substantial portfolio in the behavioral and social sciences related to HIV at the National Institute on Drug Abuse. It includes basic behavioral and social science research as well as applied research. As AIDS research continues at NIDA, says Richard Needle, chief of NIDA's Community Research Branch, the institute will be looking at different populations, experienc-

ing these epidemics differently where there is a range of different kinds of services available.

"We need to understand much more about prevention in this context," said Needle, "Particularly with those who are HIV positive, and those who are perhaps younger and have not been exposed to the prevention campaigns of the late 80s and early 90s. We need to be able to anticipate that there is a new cohort at risk in an environment that has changed. We need to think about research related to that new cohort as well what kinds of prevention strategies."

The sharing of syringes and other equipment for drug injection is now a well known route of HIV transmission, and injection drug use contributes to the

epidemic's spread far beyond just those who inject to their sexual partners and to children born to infected IV drug users or partners of IV drug users. Since the AIDS epidemic began, injection drug use has directly and indirectly accounted for more than one third of AIDS cases in the United States and is now one of the leading means of HIV transmission. To minimize the risk of HIV transmission, researchers believe that injection drug users must have access to interventions like needle exchange programs.

NIDA has supported evaluation research related to needle exchange since 1992. Since this time, the research resulting from these studies, and CDC research, has been reviewed in five government funded evaluations. The results of those studies have shown that well implemented needle exchange as part of a comprehensive HIV prevention program is effective in preventing HIV transmission and does not increase drug use.

"What you have here," said Needle, "is the story of cumulative research being sup-

ported primarily by NIDA. It is reviewed independently by federally funded evaluations and the conclusions are being reported in these evaluations as well as by the Secretary of Health and Human Services. The evidence with the conditions I mentioned is a well-implemented part of a comprehensive HIV prevention program and an effective strategy in preventing HIV infection."

Needle exchange programs are often controversial but says the science and research is unaffected.

He told the *Observer*, "We receive applications for research in a number of areas. And then that goes to an NIH independent review group, and if the research is meritorious, the institute makes decisions for funding based on programmatic priorities and research need in the proposed area."

### Obstacles

However, despite research, evaluation, and scientific endorsement of needle exchange programs, political pressures often hinder their implementation. Similar biases regarding homosexuality and the discussion of sexuality in general have also played interference for effective intervention and in fact, could have been a key player in the spread of the HIV virus in the first place.

"I think the one thing that the epidemic really illustrated was the disastrous consequences of having ignored research on sexuality for so many years," said Herek, whose own research involves AIDS-related stigma. "Researchers had been discouraged from doing any work on sexuality and in the gay community in particular for many years. Then suddenly there was this epidemic and we realized how important it would be to know these things. I have to think that this lack of knowledge was a serious problem and a reason why the AIDS epidemic took off as strongly as it did in the 1980s."

Herek says these attitudes exist today and create an ongoing problem for researchers. "It has been the case throughout the epidemic that because of the ways in which HIV is transmitted and because of the groups that have been most affected by HIV, there are many constrictions placed on what kinds of prevention efforts can be made," he said. "At one time, Congress even made a point of saying that HIV prevention programs could not in any way include a positive message about gay men and their sexuality."

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## FROM PREVIOUS PAGE

This is absurd, especially if you are trying to do prevention among gay men.”

Another example of an obstacle has been within sex education programs in schools, said Fisher, who works with a prevention model incorporating three elements: information, motivation, and behavioral skills.

“It is often very difficult to employ effective prevention models in schools,” he said. “Schools are comfortable with doing AIDS 101—the kinds of classes that are information only—but we know that is not sufficient for behavior change.”

In addition to these kinds of obstacles, a lack of communication between scientists and practitioners can prevent effective implementation of interventions.

“A lot of the AIDS research money is funneled through the public health establishment and very often, the experience in those areas with behavioral science theory is not as great as it perhaps should be,” said Fisher. “Better connections are needed between federal and state health agencies and behavioral scientists. Public health officials are designated to implement interventions, but they are not typically as expert as they could be in behavioral science and behavior change so this is a unique position in which behavioral scientists and psychologists in particular can be useful.”

(Independent of this, NIMH recently convened representatives from schools of public health and psychology departments for a brainstorming meeting on ways to connect psychology and public health in universities, with the ultimate goal of increasing the presence of behavioral and mental health perspectives in public health, and vice versa. APS was instrumental in encouraging this initiative.)

Coates said that better appreciation among the public and press for the importance of prevention and other behavioral science advances in AIDS research would

also be helpful. “We as a society get very enamored of the very high bio-tech,” he said. “It would be nice and very helpful in the long run if we could recognize and elevate the importance of prevention to that level.”

### Looking Ahead

As new and better medications for treating HIV and AIDS become available, there are questions about how people perceive the effect of those drugs with respect to their risk behavior. If people taking those medications see their viral loads decrease, will this make them think they have less HIV infection, or that they are less infectious? Or will they think the virus is gone because it is undetectable in this particular kind of measurement? If they think they are less infectious will they behave less cautiously? These are the kinds of questions

***Not only do we want to help prevent people from engaging in the risky behaviors that make one vulnerable to transmitting or contracting HIV, we want to work with HIV positive—also known as sero positive—people to help them to be safe so that the virus won't be transmitted to anyone else. If people are not adherent to the treatment drugs and they practice risky behavior, it is possible that they can pass on treatment-resistant strains of the virus. We as behavioral scientists can uniquely bring the theory and empirical work we have to bear on issues like this in HIV prevention.***

JEFF FISHER

DIRECTOR, CENTER FOR HIV INTERVENTION AND PREVENTION  
UNIVERSITY OF CONNECTICUT

being addressed by behavioral research on AIDS.

“Behavioral science is critical to prevention and treatment of AIDS, and to understanding the factors that influence public policy,” said Michael Carey of Syracuse University, who described the results of a meta analysis he and colleagues recently publishing in the *Journal of the American Medical Association*. They looked at what 27 studies said about sexual risk behavior before and after HIV counseling and testing. The research found that while the interventions were effective for people who were HIV-positive, people who tested negative did not change their sexual risk behavior

relative to untested participants. This is a critical finding in public health.

“Fortunately,” said Carey, “the type of counseling typically delivered can be improved significantly by using behavioral science theory and research.”

He cites the CDC's recent project RE-SPECT (Kamb et al., 1998), which tested “typical” counseling against an enhanced client-centered, counseling that was guided by behavioral science theory.

According to Carey, “evaluation of this enhanced counseling with patients in STI clinics indicated that testing supplemented with a two- or four-session counseling intervention resulted in significant risk behavior reduction and decreased incidence of recurrent STDs.”

When good science translates into good application, especially in this field, the results can be very exciting, says Coates.

“Public health and community-based organizations that are responsible for implementing applications are hungry for this kind of evidence based approach,” he said. In addition, when implemented in practice, they have been shown to be quite effective in changing behavior and reducing new infection. What we have done is make very good use of behavioral science—both theoretical principles as well as practical application—to develop a series of strategies that really make a difference in protecting people and saving lives.”

Social and political attitudes and interdisciplinary communication and public awareness need to catch up with the science before AIDS prevention interventions can be widely effective.

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## EXCERPTS FROM PAGE 16

funds within each institute, of the research and training activities included in NIH's behavioral and social science portfolio.

### National Institute of Mental Health

*Behavioral research.* - The Committee is pleased to learn that the National Advisory Mental Health Council has now established a subgroup to improve connections between basic behavioral research and clinical and applied issues. The Committee requests that the Institute be prepared to report on specific research and training recommendations during next year's hearing. The Committee commends NIMH for its initiative to increase the connections between academic departments of psychology and schools of public health with the goal of more research with a joint perspective in public health and behavioral research.

*Youth violence.* - The Committee is deeply concerned about the recent wave of school shootings across the country, and believes that NIH has an important role to play in helping policy makers understand and respond to the causes of such violent antisocial behavior. The Committee encourages NIMH as well as other institutes to increase support for behavioral research relating to violence, and to provide ways to

## COLLOQUY FROM PAGE 17

tee report may be interpreted to question the value of NSF's programs in these areas. I am also concerned that the language undermines a valuable scientific enterprise. Is it the chairman's understanding that the committee report's intent is to express the committee's belief that NSF's core mission includes support for behavioral and social science research?

**Mr. BOND.** I thank the Senator from Hawaii for the question. NSF's core mission indeed includes basic research in the behavioral and social sciences, and, let me make it clear, it is my expectation that NSF will continue its strong investment in these areas. Any efforts to narrow NSF's mission to exclude these sciences or to target them for reduced support would jeopardize the development of the multidisciplinary perspectives that are necessary to solve many of the problems facing the Nation.

**Mr. INOUE.** Mr. President, I thank the chairman.

better understand how to apply the knowledge from this research when designing effective treatment and prevention programs.

### National Institute on Drug Abuse

*Behavioral sciences.* - The Committee understands that behavioral intervention is a critical element in halting drug abuse. The Committee continues to support NIDA's expansion of its behavioral science portfolio and views NIDA as a model of how to approach its behavioral science and public health responsibilities.

*Clinical trials.* - The Committee is pleased with NIDA's continuing progress in developing behavioral and pharmacological drug abuse treatments, and supports NIDA's initiative to establish a national drug abuse treatment clinical trials network. The Committee commends NIDA's leadership in forging strong partnerships with treatment researchers and community-based treatment providers to assure that new treatments are tested and incorporated into ongoing drug treatment programs.

### National Institute on Alcohol Abuse and Alcoholism

*Binge drinking.* - Alcohol abuse, particularly "binge" drinking and drinking with the intent to get drunk, continues to pose significant problems for college communities. The Committee strongly supports the efforts of NIAAA's Advisory Council Subcommittee on College Drinking and encourages the Subcommittee to identify the context and consequences of college drinking and provide recommendations on the prevention and treatment of the problem.

*Behavioral research on alcoholism.* - The Committee understands that research in behavioral science is an integral part of NIAAA's mission, reflecting the central role of behavior in all dimensions of alcohol abuse and alcoholism. The Committee commends NIAAA's expansion of its behavioral science portfolio to include basic research of the underlying psychological and cognitive processes involved in alcohol related behaviors and encourages the institute's efforts in this area.

*Young behavioral science investigators.* - The Committee commends NIAAA's establishment of its Behavioral Science Track Awards for Rapid Transition (B/START-NIAAA), a program of small grants for young investigators in behavioral science research. The Committee views this as essential for ensuring the supply of scientists needed to examine the numerous be-

havioral factors that play a central role in alcohol abuse and alcoholism. The Committee would like a report by next year's hearings on the progress of this program.

### National Institute on Aging

*Cognition and aging.* - The Committee is pleased to learn that a study now underway at the Institute of Medicine is examining the current knowledge base in the area of cognition and aging in order to identify future directions for behavioral, cognitive, and neuroscience research in this area. Cognitive functioning is one of the most important aspects of health status in the elderly. The Committee urges NIA to use the IOM recommendations as a guide for expanding its portfolio in this critical area of research.

### National Institute on Child Health and Human Development

*Child development and behavioral research.* - The Committee is pleased that NICHD is undertaking a number of initiatives to increase understanding of the behavioral and cognitive aspects of child development. The Committee encourages these efforts and looks forward to receiving updates on their progress.

*Small grants.* - The Committee is pleased to learn that NICHD recently began promoting small grants as a way to attract new investigators to child development research. The Committee encourages the Institute to examine whether B/START small grant awards as used by other Institutes would encourage interest among NICHD investigators.

### National Institute of General Medical Sciences

*Behavioral science research and training.* - The Committee is concerned that NIGMS does not support behavioral science research or training. As the only national institute specifically mandated to support research not targeted to specific diseases or disorders, there is a range of basic behavioral research and training that NIGMS could be supporting. The Committee urges NIGMS, in consultation with the Office of Behavioral and Social Sciences, to behavioral science research community and other national institutes and offices, to identify basic behavioral science research and training priorities and to develop a plan for implementing those priorities. [Note: A similar provision on behavioral science at NIGMS appeared in the House Appropriations Committee report.] ♦

# The Student Notebook

Kymerley K. Bennett ♦ Editor

## The Undergraduate Perspective: Undergraduate Research as an Invaluable Experience

Bunmi O. Olatunji

*University of Wisconsin-Stevens Point*

The integration of research methodology with the undergraduate learning experience is a highly undervalued tool. As an undergraduate student, it is important to realize this opportunity and take advantage of it. Research methodology can aid in the fulfillment of your learning needs, as well as serve as a method of gaining confidence in your learning ability. Undergraduate research involvement will also prove to be very beneficial in your preparation for graduate school, or for attaining skills that are essential in the work place.

### Getting Started

It may be true, as has been suggested, that a facilitator's role is to help develop a climate of trust so that it is possible to risk and develop personal interests and opinions in regards to learning (Barkham & Elender, 1995). However, the student must also show initiative in order to take advantage of the learning opportunities that research design and methodology provide. It has been my experience as an undergraduate that an important factor which seems to prevent undergraduate students from taking advantage of research opportunities is their feelings of intimidation.

In other words, many undergraduates simply do not feel comfortable in approaching their professors, and asking to be involved in their research. It is important to keep in mind, as an undergraduate student, that your professors have been in your shoes! Further, it is likely that they will be more than happy to

accommodate your needs. However, if you are denied by a particular professor, do not be afraid to approach another professor regarding research opportunities. Chances are, you will find a faculty member who will let you in the door of research opportunity.

Once you have made the decision to get involved with research, start early! The research process is very dynamic, and requires time to grasp the concepts behind the scientific method. In addition to comprehending the fundamentals of research methods, the development of specific hypotheses, the testing of these hypotheses, and the interpretation of the data all require time and effort to insure reliability and validity of the results.

Additionally, one must keep in mind the possibility of publications and conference presentations, which will often require more time and effort than the actual research itself. By getting involved with research early in your undergraduate career, not only will you allow yourself the time necessary to conceptualize the components of research methods, you will allow yourself enough time to possibly publish or present your research.

### The Experience

When you receive the opportunity to become an undergraduate research assistant, it is vital that you remain focused and take advantage of the experience. You should consider your position a privilege, and treat it as such. It is important to remember that many students may want to be in your position, but might not feel comfortable in approaching faculty about research opportunities. It is also very important to be responsible, and conduct yourself

with a sense of professionalism. You will find learning to be an interesting process; this is usually the direct result of the interaction between you and your research supervisor (Kaplan & Kies, 1995).

Perhaps even more importantly, you can start to develop your own theories and hypotheses, methods of testing those hypotheses, and begin to discuss them with your research supervisor during the research experience. By utilizing the research experience as a method of developing new hypotheses, it not only shows your research supervisor that you are goal-oriented, it shows that your thinking process is generative, creative, and proactive, not just reactive (Bandura, 1999).

### The Benefits

The ability to look for clues in texts, the ability to single out the points of most relevance, the ability to notice things—these are skills that undergraduates need to be successful academically, and these are all features that accompany research design and methodology (Long, 1994). With active participation in research, you will have the opportunity to enhance your ability to assimilate and utilize content in the classroom.

Many graduate programs look for undergraduates who actively participate in the field of psychology (Samonds, 1999). Many graduate programs may not only require that you have research experience, they may also prefer recommendation letters from faculty members who have first-hand knowledge of your ability and who can testify to your overall potential for graduate study (Samonds, 1999). What better way to kill two birds with one stone? Undergraduate research experience will not only indicate to graduate schools that you have a high level of interest in the field of psychology, it will also provide a faculty member with a genuine opportunity to get to know you on a personal level. This will often provide for an exceptional recommendation letter, thus increasing your chances for graduate school admission.

Do not despair! It is also okay if you decide to take some time off before applying to graduate school; some schools prefer applicants with experience outside undergraduate

### Hot Site

You can find a wealth of information at the "Resources in Psychology on the Internet" web site! This site offers information on every imaginable topic in psychology. Set aside some time to explore this informational site—the sheer amount of links on this site will truly impress you. This web site offers links to such topics as:

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Do you know of a psychology-related web site that might be of interest to other students? If so, please contact Kymerley Bennett ([kym@scs.unr.edu](mailto:kym@scs.unr.edu)).

SEE UNDERGRAD ON PAGE 27



# Applying To Graduate School:

## Choosing and Researching the Program that is Best for You

by Kymberley K. Bennett  
APSSC Student Notebook Editor

Deciding to attend graduate school is a first important step towards attaining a graduate degree. However, as anyone who has just made this decision knows, this is the first in a series of decisions to be made. After deciding to pursue a graduate degree, most students are next faced with the daunting question of where to attend graduate school. I would like to propose that choosing graduate programs to apply to is akin to completing a puzzle: the picture becomes clear when all the pieces fit together. In this analogy, the "pieces" to be assembled in the "grad school puzzle" are many.

First and foremost in this puzzle, students should decide what area of psychology they would like to study. Are you a budding developmental psychologist? Does experimental psychology really get your juices flowing? Or, does social psychology peak your curiosity? In addition to these avenues, there are many psychologically-related disciplines, such as business or law, that many students pursue. Narrowing down your interests will enable you to choose an area of psychology that is best suited to you. However, if your interests are many, do not be afraid to apply to many different programs, across several disciplines. As many graduate school applications are due early in one's senior year of college, you may still have opportunities to take additional classes; these additional classes may assist you in narrowing down your interests, making your choice of programs much easier.

The second piece to our grad school puzzle is the decision as to what degree you would like to pursue (i.e., a Master's degree or a PhD). There are advantages and disadvantages to each degree; weighing the pros and cons of each will aid you in your decision. While Master's degree programs are typically one to two years, doctoral programs usually span from four to eight years (although some students can take longer, especially those who work full-time or who have heavy teaching commitments in addition to their graduate studies). Master's degree programs usually require several classes a year, culminating in a thesis and/or comprehensive examinations. An important consideration in your decision might be the career opportunities for individuals with an MA in your field; can you find employment with a Master's degree? Master's programs may also provide excellent preparatory training for doctoral programs; many Master's students are provided opportunities to sharpen their research skills, and publish empirical work of their own. However, choosing to pursue a Master's degree on the way to a PhD will add a few years to your schooling.

Deciding to pursue a PhD will usually encompass several years of classes, independent research, teaching, comprehensive examinations, and a dissertation. While the time needed to complete this degree is substantially longer than a Master's degree, your training will be rigorous, culminating in your expertise in a particular research area. Obtaining a PhD is ideal for individuals who would like to teach or pursue research at the university level. However, PhD's are not limited to academia; many psychologists pursue careers that are more applied in nature (e.g., consulting). In the end, education is always a valuable tool—one that can be utilized in any pursuit you undertake!

Once you have decided what area(s) of psychology capture(s) you, and you have decided what degree you would like to pursue, it is time to narrow down your list of possible graduate programs—the third piece to our grad school puzzle. There are many things to consider when making your list of programs, but at the top of this list should be your "fit" with a particular program. By "fit," I refer to how well the research interests of the program's faculty match your own. In my experience, this has been, by far, one of the most important determinants of one's

SEE GRADUATE SCHOOL ON PAGE 27

### APSSC Web Site

Do you have any questions about the APSSC-sponsored programs or awards? Please visit our web site and learn about all the services of the Student Caucus! If you have any questions, please check out our interactive "response page" where you can post questions to the Student Caucus Executive Board!

<http://psych.hanover.edu/APS/APSSC/apssc.html>

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## TIPS FROM PAGE 11

the material or at least pair up with a partner to teach each other the material?

Just discussing the material with friends or relatives will assist students in evaluating what they have comprehended and what they are still confused about. Suggest that they try to explain important concepts to one another.

### Practice Tests

Practice tests help students monitor and assess their learning. They also prepare students for the types of critical thinking that will be required of them - thinking that may significantly differ from what was asked of them in high school. Study guides, other testbanks, old tests, and computer tutorials make it especially simple to offer students this opportunity with minimal effort. However, completing the practice tests is not enough.

It is important for students to understand why they missed a question and why the answer they chose is not as accurate as the correct one. Students' mistakes direct them to the information that they need to restudy, reread, or ask questions about. Once they have relearned the material, then they can reassess their knowledge with another practice test. If they want to be more successful, they must practice, practice, practice! A sports analogy may be helpful. Students know practice makes them better at volleyball, basketball, soccer, etc.; the same principle applies to studying.

### Campus Resources

The first campus resource that is available to students is you! Being available during your office hours communicates to students that it is important to you that they do well. However, if you know that a student wants to

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talk to you about strategies for improving his/her performance in your class, a process is necessary for establishing the appropriate atmosphere. Make an appointment with the student in a quiet setting where each of you will have the other's undivided attention.

Many campuses also have additional resources to assist students having academic difficulty. Tell students in person or on papers if you believe that they could use this type of help. Of course, this means that you must be aware of not only what resources, but the quality of student resources that are available. Tutorial assistance in writing and or reading labs may be available and student organizations such as Psi Chi or a Psychology Club may have tutors for psychology courses. If test anxiety or stress is a problem, students often can receive assistance through counseling services or campus workshops. It also is a good idea to get feedback from students on their evaluation of these services after they have used them. Over the long term, this increases your familiarity and knowledge of what will be most helpful to the student.

### Commitment to College

There is a positive correlation between student attendance and student performance. Therefore, students need to be committed to attend classes regularly if they want to succeed. A negative correlation between number of employment hours and student performance also exists. Students who work a considerable number of hours may not have the time or energy to do well in college. Does the student view college as a full time job? Maybe they should. Typical students spend 15 hours of their week in class, and can expect to devote 25 hours of time outside of class studying. Emphasize the time demands and dedication necessary to succeed in college.

Why is the student in college?  
 How many credit hours are they taking?  
 What courses are they taking concurrently?  
 How many hours are they working?  
 What priority have they given to their psychology course?  
 How many classes have they missed?  
 How much time do they spend socializing or partying?  
 Do the answers to these questions reveal a realistic work load?  
 By reflecting on these issues, students are

given the opportunity to rethink their commitment to a college education. Some may need to hear that it is okay for them to consider not going to college or okay at this time in their lives.

### Realistic Increments for Improvement

Many students do take me up on these challenges, buckling down and studying for the course, and are disappointed when on the next exam they don't get an "A". However, students need to be given realistic expectations for improvement. One student after actively studying went from a 45 on the first exam to a 70 on the second exam, but was disappointed with this outcome. We sat down and examined the 25 point difference in performance and how the strategies that she used made the difference between failing and passing the exam.

It also is important to respond to and encourage any improvement that does occur. One student, after failing two exams and finally seeing me and incorporating many of the techniques discussed, scored an 80 on the third exam. We were giving each other high fives when he got the news!

In the endeavor to prepare and assist students in succeeding in college, faculty often experience the same frustrations that students do. Don't be discouraged, expect to be frustrated, but do not give up. Be patient. By using these tips you better prepare students for all of their college studies, not just for psychology. Your feedback and extra time might make the difference between a student giving up on the dream of a college education and persevering and succeeding.

### Recommended Readings

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## GRADUATE SCHOOL FROM PAGE 25

grad school experience. I cannot stress how important it is to match your research interests to those of your program!

So, your first step should be to set aside a good bit of time to research possible graduate programs. Two valuable tools in this endeavor are "Psyc LIT" and "Psyc INFO," computer databases of psychology references. Find a comfortable chair, because although this can be quite time-consuming, it will pay tremendous dividends in the end! The best place to start is with the faculty at programs which interest you; use the "author" searches in these programs to find recently published articles. These articles will give you an indication of the research areas that you can expect within different programs, and will also allow you to gauge your "fit" with these programs. Finding a faculty member you can collaborate with in the future is truly imperative; matching your research interests to that of your program will provide you with abundant research opportunities and should facilitate in completing your dissertation! While the mantra in real estate may be, "Location, location, location!" the parallel in choosing graduate programs should be, "Match research interests, match research interests, match research interests!"

## UNDERGRAD FROM PAGE 24

life. However, this does not mean that it is advisable to be idle for this time; if you have the opportunity, continue to be involved with research, and at the very least, stay in touch with your undergraduate research supervisor. If you choose not to go to graduate school and prefer to join the work force, previous undergraduate research experience can benefit you, as well. The components of proper research design and methodology demand that the researcher be 1) creative, 2) committed, and 3) consistent. As you can imagine, these are obviously some of the qualities that employers seek in their employees.

### Conclusion

Even though research may focus on a particular area, it extends beyond that particular summit. As an undergraduate, it is a tool that should be utilized at an early stage in your academic experience. Research methodology promotes critical thinking, creative reasoning, and an appreciation of the importance of scientific knowledge (Smith, 1999). It will not only enable you to acquire enthusiastically and effectively research knowledge, it will also provide you with a wide range of transfer-

Ok, so you get the point...

In your research of graduate programs, do not be afraid to personally contact faculty members at schools which interest you. Writing letters or emails, or even calling faculty, will provide you an opportunity to introduce yourself and get to know the program. Personal communication with faculty members can demonstrate your enthusiasm for the program, and may help you in the admission process. If possible, visiting a school will provide you with great information, as well. If you can, speak with professors, but also set aside some time to talk with graduate students. Often, graduate students can tell you much about a program—information that you are not likely to find from other sources!

When narrowing down your choices of graduate programs, it is also important to consider the requirements of particular programs, and the academic climates advertised by them. Important things to consider include: course work requirements, funding opportunities, whether a program requires comprehensive examinations, teaching opportunities and/or requirements, along with many, many others. It is important to consider your academic strengths, and weaknesses, in choosing programs which will best serve your academic goals. I would be remiss if I also did

able skills that will prepare you for graduate study, or for the career of your choice.

*Acknowledgments—Thanks to Donna Desforges and Hamid Hekmat for allowing me to expand my intellectual horizons by actively participating in their research endeavors.*

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not mention the consideration of cost. As private universities vastly differ in cost from state universities, a projection of tuition and living expenses may be a very important determinant in your decision.

In addition to all these "academic" considerations, many students factor into their decision the locale of graduate programs. Because committing to a graduate program entails several years of your life, it is also important to choose a satisfactory location. Many of these considerations will truly be personal ones—A large metropolitan area? Climate? Proximity to family? International students may acutely be aware of these considerations.

Gopakumar Venugopalan, the APS Student Caucus Travel Award/Volunteer Coordinator notes, "For other international students like myself, the presence of a strong international community, the availability of student jobs on campus, the nearness to a major city that stocks ethnic foods, and the presence of places of worship for that ethnic community may all be very important." To begin your research on potential cities, if you cannot visit them, use the internet!

Many cities have web sites designed to guide you through their community services and activities, restaurants, housing, shopping, you name it. Also try local newspapers online; many newspapers have web sites with classified listings on the web. It is also possible to access apartment guides on-line, which will provide you with an estimate of housing costs in a particular city. Finally, many universities provide on-line "virtual tours" of their campuses; accessing these tours will introduce you to the campus and the services available (e.g., library, gym, student centers, etc.).

In the end, one's decision where to apply to graduate school may factor in these considerations, among many, many others. Once you have narrowed down an area of interest within psychology, as well as the degree you would like to pursue, dedicate time to researching the "academic" pieces to the grad school puzzle. Finding a program which best suits you will make your graduate school journey an easier one. Selecting a graduate program is an important decision, but truly a personal one. Just like solving a regular puzzle, the solution to the "grad school puzzle" can be fun and exciting! ♦

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The Social Science Research Council offers in 2000-2001: 1) predoctoral and postdoctoral research fellowships for the study of Religion and Immigration, 2) predoctoral and postdoctoral research fellowships for the study of International Migration to the United States, 3) and a three-week Minority Summer Dissertation Workshop for the development of projects and proposals related to international migration. For more information, please contact the SSRC at 810 Seventh Avenue, New York, NY 10019, email: migration@ssrc.org or religion@ssrc.org, website: www.ssrc.org.

### CALL FOR APPLICATIONS

The purpose of the International Association for Cross-Cultural Psychology (IACCP) is to promote and facilitate research in the areas of culture and psychology. The IACCP believes that it is important to encourage high quality intercultural research at the predoctoral level. Established in 1997, the **Harry and Pola Triandis Doctoral Thesis Award** is intended to honor and reward good research and to advance the early careers of dedicated researchers. **Prizes include:** \$500, one-year membership in IACCP, free registration at the next IACCP biennial Congress, and free airfare to the Congress. The winner will be asked to give a presentation of his or her research at the congress. **Criteria for submission:** Your doctoral thesis must be relevant to the study to cross-cultural/cultural psychology, with particular emphasis important and emerging trends in the field; scholarly excellence; innovation and implications for theory and research; and methodological appropriateness. Doctoral theses eligible for an award must have been competed during the two calendar years ending on Dec. 31 of the year prior to the Congress year. **Deadlines:** For 2000 is Dec. 31, 1999; for 2002 is Dec. 31, 2001. **Application Procedure:** Please submit a 1500-word abstract of the doctoral thesis in English. The abstract must contain no information that identifies the application, thesis supervisor, or institution. The abstract must include complete details of theory, method, results, and implications for the field. The abstract must be submitted double spaced on paper and on a 3.5-inch computer disk using a common word processing file format. A letter from the thesis advisor certifying the university acceptance date of the thesis must be included. The application cover letter must include complete applicant contact information. Send application materials to: Mary Young, Deputy Secretary/General, IACCP, Dept. of Psych., Univ., of Ottawa, Centre for Psych. Services, 11 Marie Curie Drive, Ottawa,

ON K1N 6N5 Canada; email: myoung@uottawa.ca

**The Olfactory Research Fund** has been sponsoring grants since 1982—over 2 trailblazing post-doctoral research grants have been awarded to date. In 1997, the **Tova Fellowship Program** was developed to encourage students on the graduate level to pursue a course study that will deepen their understanding of human odor perception and the positive effects of odor on human behavior and is supported by a contribution from the Tova Corporation. The Olfactory Research Fund is a charitable organization whose unique mission is to explore the effects of odor on human taste. Additional information on the Fund and the Tova Fellowship Program can be found at: www.olfactory.org. Deadline is Jan. 1, 2000.

### CALL FOR PRESENTATIONS

Presentations are invited for The 15th Annual Meeting of the international interorganizational, interdisciplinary Research/Study Team on Nonviolent Large Systems Change being held June 11-13, 2000 at the Asilomar Conference Center, Pacific Grove, California. **Registration for this meeting is free.** A room with three meals included will cost about US\$135 per day in a single and about \$80/person/day in a double. Please contact Betty Forbes at the Asilomar Conference Center at 408/374-8016 for reservations. Space will be very limited. You are also invited to make a presentation at The 30th Annual Information Exchange on "What Is New in Organization Development and Human Resource Development" being planned for June 12-16, 2000 at the Asilomar Conference Center. Registration prior to January 15th is US\$190 for members of The O.D. Institute and \$250 for nonmembers. A room with three meals included is about US\$135 in single and about US\$80/person/day in double. The 30th Annual Information Exchange will begin on Tuesday evening June 13th with a community building trust building exercise and end on Friday afternoon following The Awards Luncheon. The O.I. Institute Jack Gibb Award of \$1,000 will be given for the best presentation by a full time student not working full time. There will also be an O.D. Institute recognition award for the best presentation by a fulltime student who is also working full time. The O.I. Institute will give a \$2,000 award for the most outstanding O.D. article of the year and an award for the most outstanding O.I. project of the year. We hope you can come and participate in this exciting event.

# Meeting Calendar

## November

**The Association for Research on Nonprofit Organizations and Voluntary Action**  
Washington, DC  
November 4-6, 1999  
Contact: [www.arnova.org](http://www.arnova.org); tel.: 317-684-2120

**Association for Advancement of Behavior Therapy**  
Toronto, Canada  
November 11-14, 1999  
Contact: tel.: 212-647-1890; convention @aabt.org ; <http://www.aabt.org/aabt>

**The Association for Moral Education**  
Minneapolis, Minnesota  
November 18-20, 1999  
Contact: Darcia Narvaez, email: [narvaez@tc.umn.edu](mailto:narvaez@tc.umn.edu); <http://134.84.183.101/ame/>

## December

**"New Frontiers in Drug-Dependence Prevention and Treatment in the 21st Century"**  
Montevideo, Uruguay  
December 1-3, 1999  
Contact: email: [aboy@netgate.com.uy](mailto:aboy@netgate.com.uy) or [funman@netgate.com.uy](mailto:funman@netgate.com.uy)

**Freud at the Threshold of the 21st Century**  
Jerusalem, Israel  
December 13-16, 1999  
Contact: Aryeh Lewis, POB 574, Jerusalem, Israel; tel.: 972-2-6520574; fax: 972-2-6520558; email: [isas@netvision.net.il](mailto:isas@netvision.net.il)

**Tsukuba International Conference on Memory: Lifespan Memory Development**  
Tsukuba, Japan  
December 18-20, 1999  
Contact: Peter Graf, University of British Columbia, Department of Psychology Vancouver, BC, V6T 1Z4; tel.: (604) 822-6635; Fax: (604) 822-6923; email: [pgraf@cortex.psych.ubc.ca](mailto:pgraf@cortex.psych.ubc.ca); <http://www.human.tsukuba.ac.jp/tic99/>

## January 2000

**National Institute on the Teaching of Psychology**  
Saint Petersburg, Florida  
January 2-5, 2000  
Contact: Joanne Fetzner; tel.: 217-398-6969; email: [jfetzner@s.psych.uiuc.edu](mailto:jfetzner@s.psych.uiuc.edu)

**Medicine Meets Virtual Reality 2000**  
Newport Beach, California  
January 27-30, 2000  
Contact: tel.: 860-447-9767; fax: 860-444-0362; email: [westwood@uconnect.net](mailto:westwood@uconnect.net); <http://www.amainc.com>

## February 2000

**Society of Personality and Social Psychology**  
Nashville, Tennessee  
February 3-5, 2000  
Contact Todd Heatherton, email: [heatherton@dartmouth.edu](mailto:heatherton@dartmouth.edu); <http://www.spssp.org>

**Conference On Parent Education**  
Denton, Texas  
February 17-19, 2000  
Contact: Arminta Jacobson; [jacobsob@coefs.coe.unt.edu](mailto:jacobsob@coefs.coe.unt.edu); <http://www.unt.edu/cpe/>

## March 2000

**American Psychosomatic Society**  
Savannah, Georgia  
March 1-4, 2000  
Contact: APS, tel.: 703-556-9222; fax: 703-556-8729; email: [info@psychosomatic.org](mailto:info@psychosomatic.org); <http://www.psychosomatic.org>

**Rotman Research Institute Conference**  
Toronto, Ontario  
March 20-24, 2000  
Contact: tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: [conference@rotman-baycrest.on.ca](mailto:conference@rotman-baycrest.on.ca); <http://www.rotman-baycrest.on.ca/conf.htm>

## April 2000

**Meeting of the Cognitive Neuroscience Society**  
San Francisco, California  
April 9-11, 2000.  
Contact: [cognitive.neuroscience.society@dartmouth.edu](mailto:cognitive.neuroscience.society@dartmouth.edu)

**The 2000 SIOP Annual Conference**  
New Orleans, Louisiana  
April 14-16, 2000  
Contact: SIOP, PO Box 87, Bowling Green, OH 43402-0087; email: [Lhakil@siop.bgsu.edu](mailto:Lhakil@siop.bgsu.edu)

**Southern Society for Philosophy and Psychology**  
Atlanta, Georgia  
April 20-22, 2000  
Contact: David A. Washburn, tel.: 404-244-5845; fax 404-244-5846; email: [dwashburn@gsu.edu](mailto:dwashburn@gsu.edu); <http://sun.soci.niu.edu/~ssp/>

## May 2000

**Workshop on Achievement and Task Motivation**  
Leuven, Belgium  
May 12-15, 2000  
Contact: Willy Lens, Department of Psychology, Tiensestraat 102, B-3000 Leuven, Belgium; tel.: 32-16-32.59.71; fax: 32-16-32.59.24; email: [willy.lens@psy.kuleuven.ac.be](mailto:willy.lens@psy.kuleuven.ac.be); website: <http://www.psy.kuleuven.ac.be/motivtim/watm.htm>

**Conference on Cognitive and Neural Systems**  
Boston, Massachusetts  
May 24-27, 2000  
Contact: Cynthia Bradford, CNS Dept., Boston University, 677 Beacon Street, Boston, MA 02215; fax: 617-353-7755; email: [cindy@cns.bu.edu](mailto:cindy@cns.bu.edu); <http://cns-web.bu.edu/meetings>

Announce your meeting in the *APS Observer*. Email the information to Kristen Bourke at [kbourke@aps.washington.dc.us](mailto:kbourke@aps.washington.dc.us).



AMERICAN  
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# American Psychological Society

## New Member Application

(Join now and your membership will be valid through 12/31/00.)\*  
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Name \_\_\_\_\_

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City State Zip Country

Office (include extension) Home Fax

Institutional Affiliation \_\_\_\_\_ Email Address \_\_\_\_\_  
(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 \_\_\_\_\_

### ANNUAL DUES

TO JOIN, SIMPLY COMPLETE THIS FORM AND RETURN IT TO APS WITH YOUR DUES PAYMENT OR VISA OR MASTERCARD AUTHORIZATION. **THANK YOU!**

PLEASE CHECK APPROPRIATE **MEMBERSHIP DUES** CATEGORY BELOW.  
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- Retired (Over 65) \$74
- Retired (No journals) \$34
- Spouse (No journals) \$59  
 Spouse name \_\_\_\_\_
- Student \$48
- Student \$86  
 (Residing outside U.S. with air delivery of newsletter)
- Postdoc or First-year PhD \$74
- Lifetime Member \$2500

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Contribution	\$ _____	
TOTAL PAYMENT	\$ _____	
	(U.S. Currency)	

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# OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ November 1999

## NATIONAL

**LICENSED PSYCHOLOGIST NEEDED NATIONALLY** Full or Part time work from home or office. Looking for recent graduates, retirees, or experienced psychologists. Pay according to experience. Please forward your resume to Ivan Bial at 20801 Biscayne Boulevard, Suite 400, Miami, FL 33180 or call (305)-937-2700. NAI

## ALABAMA

**Assistant Professor - AUBURN UNIVERSITY AT MONTGOMERY, ALABAMA:** The Department of Psychology invites applications for two tenure track positions. The successful candidates will contribute to our Master degree program in applied psychology and to our undergraduate program. Both programs follow a basic processes approach (research, acquired behavior, biological basis of behavior, socio-cultural basis of behavior and individual differences). We are considering these two positions to focus on one or more of the following areas: social psychology, social learning, biological psychology and psychopharmacology, clinical-correctional and school psychology. Candidates should send a letter of interest, an official transcript for all graduate work, a curriculum vitae, representative teaching evaluations and reprints of scholarly publications if available, and have at least three letters of recommendation sent to us. Our review of applications will begin on January 3, 2000 and continue until the positions are filled. Please send materials to Allen Hess, Ph.D., Department of Psychology Search Committee, Box 244023, Montgomery, AL 36124-4023. *AUM is an EOE/AA Employer.* ALI

**TWO FACULTY POSITIONS:** The Department of Psychology at **THE UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)** invites applicants for two tenure-track positions at the Assistant or Associate Professor level, to begin September 1, 2000. The Psychology Department has 29 primary faculty and 45 secondary faculty, substantial research funding, and excellent facilities. We are seeking individuals with research interests that are relevant to our doctoral programs in Behavioral Neuroscience and Developmental

Psychology. In **Behavioral Neuroscience**, specific area is open; research interests of current faculty include visual sensation and perception, cognitive neuroscience, brain imaging, regulatory neurobiology, sensory physiology, nociception, autonomic and cardiovascular regulation, rehabilitation and plasticity, memory, and motor systems. In **Developmental Psychology**, applicants from all subareas will be considered, but we have a special interest in child and/or adolescent prevention science; for example, developmental psychopathology, substance abuse, or other health-related issues. The applicant would become a member of an active, lifespan developmental program with research activities ranging from infancy through older adulthood, and research funding from an array of federal, state, and private agencies. In the past, joint appointments and transferable outside funds have allowed appointments at more senior levels and often across two or more departments and/or schools. Cross-program, cross-department, and cross-school collaboration is strongly encouraged at UAB, and collaborative opportunities are available within UAB's Civitan International Research Center (human development and developmental disabilities), The Center for Aging, the AIDS Center, the Vision Science Research Center, the Comprehensive Head Injury Center, the Center for Outcome Research and Education, the Dental School, the School of Public Health, and various departments within the university's internationally respected medical center. *UAB is an Equal Opportunity/Affirmative Action employer, and qualified minority candidates are encouraged to apply.* Send letter of interest, vita, representative reprints, and at least three letters of recommendation to either Dr. Alan Randich, Chair, Behavioral Neuroscience Search Committee, or Dr. Michael Windle, Chair, Developmental Search Committee, Department of Psychology, 415 Campbell Hall, University of Alabama at Birmingham, Birmingham, AL 35294-1170. Informal communications with the following individuals are welcome: Dr. Randich, (arandich@uab.edu); Dr. Windle, (windle@uab.edu); and Dr. Carl McFarland, Department Chair (cmcfarla@uab.edu). We would like to receive all application materials by November 15, 1999, but will

continue to consider all applications until the positions are filled. **AL2**

**Assistant Professor, Clinical Child Psychology:** The Department of Psychology at **THE UNIVERSITY OF ALABAMA** has a tenure-track opening at the beginning to intermediate assistant professor level starting August 16, 2000. Responsibilities include undergraduate and graduate teaching (two courses per semester), research supervision, and development of a research program with the potential for external funding. Of particular interest are applicants with research interests in developmental psychopathology, specifically prevention, assessment, and treatment focused on disruptive behavior disorders, anxiety, or affective disorders. The Psychology Department currently has 24 faculty members and 80 graduate students, with doctoral programs in cognitive and clinical (APA-accredited) psychology. The clinical program offers specialized training in clinical child, psychology-law, and adult areas. The clinical child specialty currently has four faculty members with research interests in antisocial and violent behavior, ADHD, pervasive developmental disorders, and adolescent health. They welcome the opportunity for collaboration with a new colleague. Departmental facilities include a training clinic, a child and family research clinic, and affiliations with an on-campus residential treatment center and a University multidisciplinary, outpatient medical clinic. Candidates should be graduates of an APA-accredited clinical psychology program, have completed an APA-approved internship, and should be eligible for Alabama licensure. Candidates should submit a letter outlining their qualifications and potential contributions, a current vita, selected reprints, and three to five letters of reference to John Lochman, Chair, Child Search Committee, Department of Psychology, Box 870348, University of Alabama, Tuscaloosa, AL 35487-0348. E-mail: jlochman@gp.as.ua.edu. Review of applications will begin on December 1, 1999 and continue until the position is filled. *The University of Alabama is an Affirmative Action/Equal Opportunity employer.* **AL3**

## ARIZONA

The Department of Psychology at **ARIZONA STATE UNIVERSITY** has an opening at the Assistant Professor level in its APA-approved clinical psychology program beginning Fall, 2000. Requirements for the position include a Ph.D. from an APA-approved program in clinical psychology, scholarly research activity in Health Psychology or Biological Models of Abnormal Behavior, and an APA approved internship. The program invites applications from candidates trained in a contemporary scientist-practitioner model of clinical psychology who have demonstrated potential to develop a program of research in Health Psychology or Biobehavioral approaches to Clinical Psychology broadly construed. For example, candidates who adopt a biopsychosocial approach to health and illness, or who focus on biological models of abnormal behavior are encouraged to apply. Salary is competitive and dependent upon qualifications. Duties of this position include teaching undergraduate and graduate courses, mentoring the work of graduate students in the program, and developing a program of research. Please submit letter of application describing your research and teaching interests, a vita, reprints, and arrange for three letters of recommendation to be sent to Alex J. Zautra, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, Arizona 85287-1104. Deadline for receipt of applications is December 1, 1999, or until position is filled. *ASU is an Equal Opportunity/Affirmative Action Employer. Diversity among candidates is encouraged.* **AZ2**

**POSITION ANNOUNCEMENT ASSISTANT PROFESSOR (TENURE TRACK)** The Department of Linguistics of **THE UNIVERSITY OF ARIZONA** has an opening for an Assistant Professor, to start in the academic year 2000/2001. The primary qualifications are promise for excellence in undergraduate teaching, graduate training and research. The research need is for someone with a strong

See Subject Index and the index instructions on page 72.

program in the study of phonetics or the phonetics/phonology interface. Strength in any of the following areas will also be considered: American Indian Linguistics or Computational Linguistics or Morphology or Phonology. Candidates should submit a letter of application, three letters of reference and a curriculum vita to the address below. Review of applications begins November 1, 1999 and will continue until position is filled. Ph.D. will be required at the time of appointment. **THE UNIVERSITY OF ARIZONA IS AN EEO/AA EMPLOYER - M/W/D/V SEARCH COMMITTEE, DEPARTMENT OF LINGUISTICS, UNIVERSITY OF ARIZONA DOUGLASS 200 E, TUCSON AZ 85721-0028 AZ3**

#### ARKANSAS

**CLINICAL PSYCHOLOGY:** The Department of Psychology at the **UNIVERSITY OF ARKANSAS-FAYETTEVILLE** invites applications for **TWO** tenure-track, Assistant Professor positions in our APA-accredited Clinical Psychology Ph.D. training program. We are especially interested in receiving applications from women and minorities. We are interested in applicants who have a strong commitment to scientist-practitioner graduate training. The successful applicants must have significant research accomplishments demonstrated by publications in peer-reviewed journals and the ability to establish and maintain productive, independent research programs that will be competitive for extramural funding. Areas of specialization are OPEN. However, current research and teaching needs include: (1) Assessment and treatment of children, adolescents, and their families; and, (2) cultural and individual differences. The successful applicants will also be expected to contribute to the strong teaching mission of the Department by offering undergraduate and graduate courses in their areas of expertise and demonstrating broad competencies for supervising clinical practica. Internal research grants are available from a major endowment to the department to serve as initial research support, to provide research assistantships, and seed-money for extramural funding-seeking. Opportunities to affiliate with the Department's Center for Research on Aggression and Violence are also available and encouraged. Candidates should be graduates of an APA-accredited Ph.D. program and have completed an APA-accredited internship. Licensure in the State of Arkansas as a Psychologist within the first two years of residency is required for continued employment. Review of applications will begin on January 1 and will continue until the posi-

tions are filled. Starting date for the positions is August, 2000. Please send curriculum vita; (p)reprints; statement of research, clinical, and teaching interests; and three letters of recommendation to Clinical Search Committee, Department of Psychology, Memorial Hall 216, Univ. of Arkansas, Fayetteville, AR 72701. *The University of Arkansas is an Equal Opportunity/Affirmative Action Institution. ARI*

#### CALIFORNIA

**CLAREMONT MCKENNA COLLEGE** Clinical Psychologist Claremont McKenna College (CMC) invites applications for an adult clinical psychologist in any area of specialization with a preference for forensic, clinical neuropsychology or community. The tenure-track appointment will be made at the assistant professor level. Applicants must hold a Ph.D. from an APA-approved program in clinical psychology, and possess strong statistical and methodological skills. The ideal candidate will be able to establish and supervise community placements for undergraduate interns and teach courses in abnormal psychology, personality, clinical psychology, and general psychology, as well as classes in their own areas of specialization. We are especially interested in psychologists with teaching experience who can contribute to the applied emphasis of the department or the legal studies program. Claremont McKenna College is an independent, highly selective liberal arts College ranked among the top dozen liberal arts colleges nationally. CMC is part of The Claremont Colleges, which also includes Pomona, Scripps, Pitzer, Harvey Mudd, Claremont Graduate University, and Keck Graduate Institute. Collectively, The Claremont Colleges constitute an academic community of 6,000 students. Claremont is located 35 miles east of Los Angeles. Closing date is November 15, 1999. Applicants should provide a curriculum vitae, a statement of interest, and arrange to have three letters of reference submitted to: Christopher Chase, Chair, Clinical Psychology Search Committee, Claremont McKenna College, 850 Columbia Avenue, Claremont, California 91711-6420. *Claremont McKenna College is an equal opportunity employer. CA1*

**CLAREMONT MCKENNA COLLEGE** Department of Psychology Claremont McKenna College (CMC) has a tenure-track position in Development/Family Studies Psychology at the Associate/Full Professor level. We are seeking an established scholar who will become the Director of the new Berger Institute of Work, Family, and Children. The successful candidate will direct research with undergraduate students and secure

### THE UNIVERSITY OF ARIZONA The Mexican American Studies & Research Center (MASRC)

The Mexican American Studies & Research Center (MASRC) at The University of Arizona seeks qualified applicants in **PSYCHOLOGY** and **PUBLIC HEALTH** for its tenure-track **ASSISTANT PROFESSOR** position beginning August 2000, contingent on funding availability, with focus on violence, mental health, and/or substance abuse on the Mexican American or Hispanic population.

Applications are expected to have a Ph.D. by the hire date, and have strong quantitative and/or evaluation skills and experience.

The Center seeks applicants who possess excellent teaching abilities the potential for quality scholarly and policy-oriented research, and strong potential of securing extramural funding

The position requires excellence in graduate and undergraduate instruction - including advising responsibilities-as well as an active research agenda.

Interested individuals must submit a letter of application, a curriculum vitae, a writing sample, and four letters of recommendation. The letter of application should include a description of the candidate's research and teaching interests.

Application review begins December 1, 1999 and will continue until the position is filled.

Please forward all materials to: Arturo Gonzalez, Chair, MASRC Search Committee, Economics Bldg, Rm 208, The University of Arizona, Tucson, AZ 85721.

*The University of Arizona is an EEO/AA employer-M/W/D/V*  
AZI

grant support. The Berger Institute, one of nine institutes at CMC, currently maintains a nearly \$3 million endowment, which will serve as the base for a program of externally funded projects on such topics as developmental psychology, education, youth, family, life span development and employment with an emphasis on public policy issues. The Children's School of Claremont McKenna College for preschool and early elementary education serves as an on-campus site for possible research. Claremont McKenna College is a highly selective undergraduate institution ranked among the top liberal arts colleges nationally. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, Pitzer, Harvey Mudd, and the Claremont Graduate University. Collectively, The Claremont Colleges constitute an academic community of 6,000 students. Claremont is located 35 miles east of Los Angeles. Applications will be reviewed beginning December 1, 1999 and continue until a suitable candidate is found. Please send a letter of intent, curriculum vitae, copies of publications, and three letters of recommendation to: Chair, Berger Institute Search Committee, Psychology Department, Claremont McKenna College, 850 Columbia Avenue, Claremont, California 91711-6400. *Claremont*

*McKenna College is an affirmative action, equal opportunity employer*  
CA2

**POST-DOCTORAL FELLOWSHIP in Psychology and Medicine UNIV. OF CALIF., S.F.** 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, 2000 For application write to Dr. Nancy Adler, c/o Giovanna Floridi: Health Psychology, UCSF, Box 0844, San Francisco, CA 94140844. *UCSF is an Equal Opportunity/Affirmative Action Employer, applications from women and minorities are encouraged.* CA3

**DEVELOPMENTAL PSYCHOLOGIST: UNIVERSITY OF CALIFORNIA, SANDIEGO** The Psychology Department at UCSD anticipates hiring an Assistant Professor (tenure track) in Developmental Psychology. It is anticipated that the appointment will be in the area of cognitive development, although particularly strong applications in other developmental areas are invited. Candidate must have a Ph.D. and be able to conduct independent, publishable research and teach undergraduate and graduate classes in their area of specialization. Salary commensurate



rate with qualifications and based on UC salary scales. Candidates should send curriculum vita, reprints, and names of three referees to: Developmental Search Committee - O, Department of Psychology, 0109, University of California, San Diego, La Jolla, CA 92093-0109. Immigration status of non-citizens should be stated in the vita. Complete applications received by December 10, 1999 will receive full consideration. Position subject to fund availability. The University of California is an Affirmative Action/Equal Opportunity Employer. CA4

**POSTDOCTORAL RESEARCH FELLOWSHIP:** mental health clinical services research with emphasis on methodology and design. Two-year NIMH supported postdoctoral 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. A multidisciplinary training faculty invites applicants from the fields of psychiatry, psychology, sociology, anthropology, economics, nursing and other relevant disciplines. Several research areas are priority areas for the faculty including: aging, child services and systems of care, violence and trauma, comorbid major mental drug dependence disorders, prevention and care for HIV-infected persons, severe mental illness, US Public Health Service stipend levels. Applicants must be US citizens or permanent residents. 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. CA5

**Full Professor.** The Department of Psychology and Social Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE invites applications for a position in human development at the full professor level. Successful candidates for this position must have a distinguished record of scholarship, a history of extramural funding, and a record of excellence in undergraduate and graduate teaching. The area of specialization is open, but the candidate's research interests should complement and extend those of the developmental, social, personality, clinical, health, and cultural psychologists in, or affiliated with, the department. The Department of Psychology and Social Behavior is one of four departments

in the interdisciplinary School of Social Ecology at the University of California, Irvine, and our research and training programs reflect a strong commitment to interdisciplinary scholarship. Applicants should submit a letter of interest, a curriculum vitae, and representative preprints/reprints, and should arrange to have three letters sent to: Chair, Human Development Search Committee, Department of Psychology and Social Behavior, 3340 Social Ecology II, University of California, Irvine, 92697-7085. To ensure consideration, application files must be complete by January 1, 1999. The University of California, Irvine is an Equal Opportunity Employer committed to excellence through diversity. CA6

**Assistant Professor.** The Department of Psychology and Social Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE invites applications for a tenure-track assistant professor position in emotion, cognition, and adaptation. We seek a colleague who has interests in emotional development, the relations between emotion and cognition, and the implications of emotion regulation for adaptive functioning and well-being. We are particularly interested in individuals who investigate emotion regulation as it develops and is expressed at different stages of the life course or in different cultural contexts. Successful candidates for this position must have a strong record of research and demonstrated potential for excellence in teaching. The candidate's substantive interests should complement and extend those of the developmental, health, clinical, social, personality, and cultural psychologists in, or affiliated with, the department. The Department of Psychology and Social Behavior is one of four departments in the interdisciplinary School of Social Ecology at the University of California, Irvine, and our research and training programs reflect a strong commitment to interdisciplinary scholarship. Applicants should submit a letter of interest, a curriculum vitae, and representative preprints/reprints, and should arrange to have three letters sent to: Chair, Emotion Search Committee, Department of Psychology and Social Behavior, 3340 Social Ecology II, University of California, Irvine, 92697-7085. To ensure consideration, application files must be complete by November 15, 1999. The University of California, Irvine is an Equal Opportunity Employer committed to excellence through diversity. CA7

**Postdoctoral Fellowship:** The Department of Psychology and Social Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE invites applications for 2 one-year postdoctoral fellowships focused on



University of California San Francisco

University of California  
San Francisco  
Department of Psychiatry -  
Langley Porter Psychiatric Institute  
Child Research Psychologist

**University of California, San Francisco:** The Department of Psychiatry invites applications for an Assistant or Associate Professor in Residence position to begin on or after January 1, 2000. The position will be based at Langley Porter Psychiatric Institute, in the Division of Child and Adolescent Psychiatry. We seek a researcher with clinical and clinical research expertise in severe mental disorders in children or adolescents to develop a clinical research program focused on children from our very ethnically diverse urban environment. We prefer a demonstrated track record in research focused on either Attention-Deficit/Hyperactivity Disorder (ADHD) or childhood-onset affective disorders as documented by research grants and publications in peer-reviewed journals. Requirements include a Ph.D. in Clinical Psychology from an APA-accredited program, or equivalent, a California psychology license or license eligibility, demonstrated skills for working in a multidisciplinary setting, and relevant teaching skills and experience. The person chosen will become a research mentor in the Clinical Psychology Training Program. **Applications for the position must be received by December 20, 1999,** and are to include a curriculum vitae, selected reprints, and a short letter describing the applicant's research program, sent to: Ricardo F. Muñoz, Ph.D., Search Committee Chair, c/o David Bell, Program Administrator, 401 Parnassus Avenue, Box CAS-0984, San Francisco, CA 94143-0984. Candidates must also arrange to have at least three letters of recommendation sent to the same address. *The University of California is an Equal Opportunity Employer committed to excellence through diversity.* CA19

the study of adaptive functioning in sociocultural, environmental, and developmental contexts. The NIMH-funded training program affords opportunities for fellows to work with social, personality, developmental, clinical, health, and environmental psychologists who share a common interest in the investigation of human health and well-being in diverse social contexts. Faculty interests include the study of health behavior and biobehavioral processes, stress and coping, emotion and cognition, social development and developmental transitions across the life course, cross-cultural influences on development, social networks and social

support, risk perceptions and risk behavior, and societal problems such as violence and unemployment. The core faculty involved in the NIMH training program include Professors Chuansheng Chen, Alison Clarke-Stewart, Thomas Crawford, Peter Ditto, David Dooley, Wendy Goldberg, Ellen Greenberger, Larry Janner, Linda Levine, Salvatore Maddi, Raymond Novaco, Karen Rook, Mark Suh, Roxane Cohen Silver, Daniel Stokols, Elaine Vaughan, and Carol Whalen. For additional information, send inquiries to samorris@uci.edu. Applicants should submit a letter of interest, curriculum vitae, and representative papers, and should ar-

range to have three letters of recommendation sent to the Chair, Postdoctoral Search Committee, School of Social Ecology, University of California, Irvine, CA 92697-7085. Deadline for submission is January 15, 2000. Successful candidates must have a Ph.D. degree by the time of appointment, preferably by September 1, 2000. *The University of California is an Equal Opportunity Employer committed to excellence through diversity.* CA8

**Postdoctoral Program in Drug Abuse Treatment and Services-Research.** Several traineeships in drug abuse treatment and services research are available in the Department of Psychiatry, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF), in an active, multidisciplinary research environment. Traineeships are for two years, with the possibility of a third year. Trainees work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Trainees also select a specific area of focus for independent research. Current research interests of faculty include trials of efficacy and effectiveness of psychosocial and pharmacologic treatments of drug abuse, including nicotine dependence, instrument development in drug abuse, diagnostic techniques, research on treatments tailored for HIV positive drug abusers and drug abusers with psychiatric and medical disorders, research on provision of services to drug abusing populations, innovative methodology, and treatment of complex patients in innovative settings. Stipends are funded by National Institute on Drug Abuse, Sharon Hall, Ph. D., Barbara Havassy, Ph. D., and James Sorensen, Ph. D. are Co-Directors. Postdoctoral Training Program in Drug Abuse Research, 401 Parnassus Ave, UCSF Box 0984-TRC, San Francisco, CA 94143-0984. Preceptors are expected to supplement stipend from non-NIH sources. Traineeship will begin Summer 2000. A priority of the department is the training of women and minorities for academic research careers. Materials should be received by Jan. 15, 2000, but will consider applications until filled. Please call Marcy Louie, Administrator, at (415) 476-7675 for application information. You may fax (in advance) your CV, 2 letters of recommendation, and research statement to (415) 476-7734. Originals should be mailed along with your representative work. CA9

**FACULTY POSITIONS IN COGNITIVE PSYCHOLOGY—UNIVERSITY OF CALIFORNIA, IRVINE.** The Department of Cognitive Sciences at University of California, Irvine, invites applications for two tenure-track positions in cognitive psychology,

with potential starting dates of July 1, 2000. Specific areas of interest are cognitive development, cognitive neuropsychology, social cognition, reasoning and decision making, language and speech, 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, copies of relevant publications, three letters of recommendation, and a letter of interest indicating applicant's area of primary research interest taken from the seven areas 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 1, 1999. *The University of California is an Equal Opportunity Employer Committed to excellence through diversity.* CA10

**Funding opportunity** Collaborative HIV prevention for scientists conducting HIV research with ethnic minority communities. Summer 2000, four scientists will receive mentoring and funds to develop ethnic minority HIV prevention research. 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 31, 2000. Contact: Romy Benard Rodriguez; Tel: (415) 597-9366 & Fax: (415) 597-9213; rbenard@psg.ucsf.edu. Download info and application: www.caps.ucsf.edu/projects/minorityindex.html. CA11

**FACULTY OPENING** The Richard & Rhoda Goldman School of Public Policy at UC BERKELEY invites applications for an appointment to the faculty, anticipated at the Assistant Professor rank, to begin July 1, 2000. The School seeks to broaden the diversity of its faculty by appointing individuals who add new perspectives and new expertise. Applicants should have demonstrated skill and interest in applying a social science discipline to the quantitative analysis of public policies and their implementation; we are particularly interested in applicants with expertise in social psychology (especially political, health, or legal psychology), sociology, or political science. The applicant should be qualified to teach introductory quantitative methods/statistics to first-year Masters in Public Policy candidates in our core curriculum. The School seeks scholars who can be expected

to make important research contributions relevant to the analysis of problems in the public sector. The potential teaching contribution of candidates will also be given careful consideration. We are particularly interested in applicants with both teaching experience and one or more years of post-Ph.D. research experience. Candidates should send a (1) cover letter, (2) vitae, (3) a paper submitted to or accepted for publication in a refereed journal, (4) a brief summary of statistical training, (5) brief summary of relevant teaching experience, and (6) the names of four references to: Professor Robert MacCoun, Faculty Search Committee, Goldman School of Public Policy, 2607 Hearst Ave., University of California, Berkeley, 94720-7320. The deadline to submit an application is January 1, 2000, but earlier submission is strongly encouraged. All applications received after the postmark of that date will not be considered. *The University of California is an equal opportunity/affirmative action employer.* CA12

**Psychology: Three positions at CLAREMONT GRADUATE UNIVERSITY:** (1) **Social Psychology** (tenure track), (2) **Developmental Psychology** (3-year renewable) and (3) **Program Evaluation** (3 year renewable), beginning Fall 2000. All positions are open rank and require a strong research record. Responsibilities include teaching and supervising graduate student research and student field experience. More information is available at <http://www.cgu.edu/sbos>. Send vita and personal statement to Chair, Psychology Department, 123 E. Eighth Street, Claremont, CA 91711. CA13

**UNIVERSITY OF SOUTHERN CALIFORNIA.** The Department of Psychology anticipates three positions starting in Fall 2000, two at the Assistant or Associate Professor level and one up to the Full Professor level. The senior level position can be in any area. One junior position is in Brain and Cognitive Sciences and the other is in Quantitative, Social or Developmental Psychology. We are particularly interested in individuals who complement the existing strengths of the department in: (1) Brain and Cognitive Sciences, (2) Clinical Science, (3) Developmental, (4) Quantitative, and (5) Social Psychology. To learn more about our department, please visit our web page at <http://www.usc.edu/dept/LAS/psychology>. Junior candidates must have completed the Ph.D. and have demonstrated potential to develop a productive research program. Desirable senior candidates will be intellectual leaders in the field. Closing date for applications is December 14, 1999. Send representative reprints and a C.V., plus names and addresses of references

(candidates for the junior position should have at least three letter-recommendation sent) to the appropriate Search Committee, Department of Psychology, University of Southern California, Los Angeles, CA 90089-1061. *The University of Southern California is an Equal Opportunity/Affirmative Action Employer.* CA14

**Assistant Professor, Child Clinical Psychology** The Department of Psychology at the UNIVERSITY OF SAN DIEGO is inviting applications for a tenure-track position at the assistant professor level beginning in September, 2000. A completed Ph.D. in child clinical psychology from an AI accredited program, and demonstrated training and experience working with children are required. In addition to courses in the specialty area, candidates will be expected to teach behavior disorder of childhood, psychological assessment, methods of psychotherapy and introductory psychology. active research program that provides research experience for undergraduate students is also expected. Salary is commensurate with experience and qualifications. The Department of Psychology offers courses and degrees at the undergraduate level. The University of San Diego is an independent Catholic university with a strong commitment to excellence in teaching. To receive full consideration applications must be postmarked no later than December 31, 1999. Candidates should submit vitae, three letters of recommendation, teaching evaluations, and reprints to Dr. Ken Keith, Chair, Department of Psychology, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492. *The University of San Diego is an Affirmative Action/ Equal Opportunity Employer.* CA15

**ASSISTANT or ASSOCIATE PROFESSOR, INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY, SAN JOSE STATE UNIVERSITY.** Tenure track position beginning Fall, 2000. Requirements: Ph.D. in I/O psychology or closely related field; evidence of teaching excellence; demonstrated research potential awareness of and sensitivity to educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: organizational development, organizational behavior, management psychology, leadership, team building, and personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in psychology and one or more of following content areas: social, p

sonality, research methods, statistics; developing and maintaining an active research program; supervising graduate student internships and theses. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: I/O Recruitment Committee (PVIN FS 00-023), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120. **Review of applicants begins January 1, 2000 and will continue until the position is filled. SJSU is an Equal Opportunity Employer. CA16**

Pending approval and funding, the Department of Psychology at the **UNIVERSITY OF SAN FRANCISCO** invites applications for a full time tenure track position in **Cognitive Psychology** with an emphasis in neuropsychology at the Assistant Professor level, anticipated to begin in the Fall 2000. Teaching responsibilities may include inter alia classes in neuropsychology, cognition (with labs), research methods and related courses to undergraduates. Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by August 1, 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. *We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.* Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to: Cognitive Psychology Search Committee, c/o Michael Bloch, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by January 5, 2000, in order to ensure full consideration. Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment. **CA17**

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD** Psychology Position Announcement California State University, Bakersfield, seeks a **tenure-track Assistant Professor** with primary area in **social psychology** and secondary areas in **cognitive psychology** and **research methodology** beginning **September 1, 2000**. Salary and benefits are competitive and commensurate with experience and qualifications. The successful candidate is expected to teach undergraduate and graduate courses in social psychology and undergraduate courses in both secondary areas; all these courses are laboratory-based. Expertise with distance learning and web-based courses is especially desirable. The new faculty member will be expected to initiate and maintain an active research program; involvement of undergraduate students in research is highly desirable. **Qualifications** include (1) earned doctorate (or ABD, preferably with completion by 01/01/2000) in social psychology, with secondary areas in cognitive psychology and research methods; (2) effective teaching, especially in social psychology and/or cognitive psychology; (3) completed research in social psychology and/or cognitive psychology; (4) effective collaboration with faculty in teaching, curriculum development (including distance learning and web-based courses), research projects, and community service; and (5) commitment to the ethnically and culturally diverse population served by the University. **Applications** must include (1) letter addressing the candidate's qualifications; (2) names, addresses, telephone numbers, and e-mail addresses of at least three references who will be sending letters of support; (3) current vita; and (4) three letters of support. Applications should be sent to: Chair, Search Committee, Social/Cognitive Psychology, c/o Department of Psychology, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099. Review of completed applications will begin **November 1, 1999**. *CSUB is an Equal Opportunity/Affirmative Action/Title IX Employer. CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. CA18*

**ASSISTANT PROFESSOR. The Psychology Department at CALIFORNIA STATE UNIVERSITY, CHICO** seeks applications for a tenure-track faculty position in **LEARNING AND COGNITION** starting August 2000. Teaching assignment principally in animal and human learning and cognition with animal laboratory; may include undergraduate/graduate courses in

research design and experimental psychology. Teaching assignment is based on the individual's background and the needs of the department. Additional duties: launch productive research and grant program; participate in department, university and community service. **Minimal Qualifications:** Ph.D. in Psychology with a specialization in Learning and Cognition; ABD candidates with an expected completion date of 9/1/2000 may be considered; academic preparation in research design and experimental psychology; ability and willingness to supervise master's thesis work; evidence of college-level teaching excellence; accomplishments in research and scholarly activities; record of or potential for grant development; and, demonstrated ability and/or interest in working in a multi-ethnic and multi-cultural environment. **Desired Qualifications:** Academic preparation and interest in developing courses in aspects of neuroscience; interest in interdisciplinary and collaborative teaching and research with faculty from other disciplines. **As a University that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and seek to create as diverse a pool of candidates as possible. Application deadline is January 15, 2000.** Send a letter of application, curriculum vitae, graduate transcripts, summary of teaching evaluations, evidentiary materials including copies of publications, and three letters of recommendation to: Dr. Paul S. Spear, Chair, Department of Psychology, California State University, Chico, CA 95929-0234. Phone 530-898-5147; FAX 530-898-4740; E-mail: pspear@csuchico.edu. Web site: <http://www.csuchico.edu/psy/> For disability-related accommodations call 530-898-5147 or TDD (530-898-4666). *CSU, Chico is an EEO/AA/ADA employer and only employs individuals authorized to work in the U.S. Salary range: \$43,400-\$46,488 based on experience. CA20*

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO:** Two tenure track positions effective Fall 2000. (1) **Clinical Psychology (Assistant Professor)** - Applicants must have an earned doctorate from an APA-accredited clinical psychology program housed within a regionally accredited university and have completed an APA-accredited predoctoral clinical internship. These requirements must be completed by August 15, 2000. Postdoctoral research or clinical training desirable. Applicants will be expected to involve undergraduate and graduate students in their research. The quality of the research program is more important than the area of emphasis. Recent (1995-1999) academic and clinical experience is preferred for this position. Responsibilities include teaching undergraduate clinical and

graduate clinical training courses and conducting own program of clinical research. The position requires strong clinical skills, including the ability to supervise therapy of master's students. (2) **Social Psychology (Assistant Professor)** - Applicants must have completed requirements for the Ph.D. by August 15, 2000, in a social psychology program from a regionally accredited university. Broad knowledge of theory and applications in social psychology is expected. Recent academic experience and a program of social research preferred. Responsibilities include teaching graduate and undergraduate courses in social psychology, statistics/methods and general psychology courses; supervising students in research, including Master's theses; conducting own scholarly activities involving students; and providing university and community service. Salary range: \$40,488 to \$47,604. Actual starting salaries commensurate with qualifications and experience. Please submit a cover letter; vita; three letters of reference with phone numbers; graduate transcripts; statements of teaching and research interests; and, if available, supporting materials (e.g., syllabi, exams, course evaluations, pre-prints, reprints, grant applications) to Lee Berrigan, Ph.D., Chair of Clinical Psychology Search Committee or Lisa M. Bohon, Ph.D., Chair of Social Psychology Search Committee, Psychology Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6007. Materials must be postmarked by January 15, 2000, to ensure consideration. Position open until filled. **EO/AA CA21**

## COLORADO

**POSTDOCTORAL TRAINEESHIPS AVAILABLE IN DEVELOPMENTAL PSYCHOLOGY AT THE UNIVERSITY OF DENVER.** We anticipate three NIMH traineeships to be funded at the level of a new Ph.D. person (with no prior postdoctoral experience). New or supplemental training will be available in the areas of perceptual and cognitive development, social and emotional development, applied developmental, and developmental neuropsychology. These two year positions will begin in September of 2000. Applicants must specify (in three pages or less) their educational and research objectives for the traineeship period. A brochure describing the training program and specifying faculty research interests is available to facilitate preparation of this statement, and will be sent upon request (call Lisa Morian at 303 871-3789). Applicants should send their training plan, a vita, plus four letters of reference to: Dr. Susan Harter, Head, Postdoctoral Training Program, Department of Psychology,

University of Denver, Denver, CO 80208-0204. Receipt of materials is highly desirable by January 15, 2000. *The University of Denver is an Equal Opportunity Employer. CO1*

**CHAIR, PSYCHOLOGY DEPARTMENT, UNIVERSITY OF COLORADO AT DENVER** We are seeking applicants for the department chair position who possess strong administrative and leadership skills, have a commitment to quality undergraduate and graduate education, and who will serve as a forceful visionary spokesperson for the department. Administrative and leadership experience required, with experience as a department chair highly desired. Candidates must hold the Ph.D. degree in any area of specialization of psychology. The successful candidate will have an active research program with a history of funding as well as evidence of distinguished teaching. A successful candidate will bring creative approaches to areas such as departmental development, faculty mentoring, and budgetary management. Salary range is \$85-\$90K, plus summer salary. Candidates should submit a curriculum vitae and the names and telephone numbers of four references to the current department chair, Rick M. Gardner, Department of Psychology, University of Colorado at Denver, Campus Box 173, P.O. Box 173364, Denver, CO 80217-3364 (Office: 303-556-8351; FAX: 303-556-3520; e-mail: rgardner@carbon.cudenver.edu). Consideration of applications will begin December 1 and will continue until the position is filled. The University of Colorado at Denver is an urban university with approximately 11,000 students. The department consists of 11 full-time faculty with strong records and interests in research and teaching. Undergraduate programs consist of the BA in general psychology and the BS with an emphasis on behavioral neuroscience. Graduate programs include the M.A. in industrial/organizational and M.A. in clinical psychology. Information about the university and the department can be found at [www.cudenver.edu](http://www.cudenver.edu). *The University of Colorado at Denver is an equal opportunity employer committed to excellence through inclusiveness. The Colorado Open Records Act (C.R.S. 24-72-204) requires a written request for confidentiality at the time of application. Applications without such a request may be open records and may be disclosed. CO2*

**METROPOLITAN STATE COLLEGE OF DENVER:** invites applications for a tenure-track assistant professor in **Experimental Social Psychology** for Fall, 2000, to teach undergraduate courses including social psychology, research

methods, and introductory psychology; to engage in appropriate professional activities; to perform college and community service. Minimum qualifications include Ph.D. in experimental social psychology, demonstrated effectiveness in teaching the above and related courses, associated professional experience with published research in psychological journals. Applicants should send letter addressing above qualifications; current vitae; evidence of successful teaching including course syllabi, student evaluations, peer evaluations of instruction if available; publications and description of scholarly activities; three letters of recommendation; copies of all graduate and undergraduate transcripts. Send to Dr. Ellen Susman, MSCD Department of Psychology, Campus Box 54, P. O. Box 173362, Denver, CO 80217-3362. Review of applications will begin **January 1, 2000. CO3**

#### CONNECTICUT

**ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY:** The Department of Psychology at YALE UNIVERSITY expects to make an appointment at the rank of Assistant Professor in clinical psychology effective July 1, 2000. Applications representing any area of specialization are welcome. Applicants are expected to have demonstrated excellence in research and will be expected to provide high-quality teaching at both undergraduate and graduate levels. Applicants should send a letter of application, a curriculum vita, and papers or reprints, and should arrange for at least three letters of recommendation to be sent to: Chair, Clinical Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, Box 208205, New Haven, CT, 06520-8205. The deadline for completed applications is December 1, 1999. *Yale University is an Equal Opportunity/Affirmative Action Employer, and applications from women and minority groups are especially welcome. CT1*

**YALE UNIVERSITY—ASSOCIATE RESEARCH SCIENTIST OR POST-DOC:** We are seeking a doctoral-level researcher to conduct community-based research with pregnant women with/ at risk for HIV and other sexually transmitted diseases. This position provides an opportunity to join an active research team in on-going research as well as development of an independent research program. **Responsibilities include:** Implement/manage newly-funded intervention study with pregnant adolescents; oversee data management for on-going study; data analyses; publish scientific articles; grant writing. **Experience required:** creation/management of large data sets;

expertise using SPSS for multivariate analyses; project management experience preferred. Please submit: letter of interest, curriculum vita, pre/re-prints to: Dr. Jeannette Ickovics, Yale Univ, Dept Epidemiology & Public Health, 60 College St, Rm 415, New Haven, CT 06520-8034. *Competitive salary & full benefits. Women and minorities encouraged to apply. CT2*

**COGNITIVE PSYCHOLOGY:** The Department of Psychology at YALE UNIVERSITY announces searches for new faculty members in all areas of cognition, perception and cognitive neuroscience. The appointments may be made at either the tenured or non-tenured level. It is expected that the successful candidates will develop an active research group, as well as interact with current psychology faculty and participate in interdisciplinary research and training opportunities. In addition, the successful candidates should be able to demonstrate excellence in teaching at both the undergraduate and graduate levels. *Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority group members are especially encouraged.* All applicants should send a letter of application, a curriculum vita, and one copy of selected publications. Applicants to the non-tenured positions should arrange for three letters of recommendation to be sent. Applicants to the tenured positions should send the names and addresses of at least three referees. Materials should be sent to the Chair, Cognitive Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. Applications must be received by December 1, 1999. **CT3**

**BEHAVIORAL NEUROSCIENCE:** The Department of Psychology at YALE UNIVERSITY announces searches for new faculty members in Behavioral Neuroscience. Preference will be given to candidates whose interests would complement the Department's existing focus on learning and memory, or would provide interactions with faculty in Cognitive Neuroscience. Appointments may be made at either the tenured or non-tenured level. It is expected that the candidates will have, or show promise of, an exceptional program of research. In addition, the successful candidates should be able to demonstrate excellence in teaching at both the undergraduate and graduate levels. *Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority group members are especially encouraged.* All applicants should send a letter of application, a curriculum vita, and one copy of se-

lected publications. Applicants the non-tenured positions should arrange for three letters of recommendation to be sent. Applicants the tenured positions should send the names and addresses of at least three referees. Materials should be sent to the Chair, Behavioral Neuroscience Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. The Search Committee will begin reviewing applications on November 15, 1999. Applications must be received by January 15, 2000. **CT4**

#### FLORIDA

**Assistant Professor, Adult Clinical Psychology. UNIVERSITY OF MIAMI** seeks Ph.D. graduate of APA-approved clinical psychology program with research/teaching experience for tenure-track position. For complete description see September *Observer* or our home page at [www.psy.miami.edu](http://www.psy.miami.edu). Contact: Adult Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33124. **FL1**

**Assistant Professor, Child Psychology. UNIVERSITY OF MIAMI** seeks Ph.D. in psychology with research/teaching experience for tenure-track position. For complete description see September *Observer* or our home page at [www.psy.miami.edu](http://www.psy.miami.edu). Contact: Child Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33124. **FL2**

**Mid-Level Faculty Position Health Psychology/Psychoneurology. UNIVERSITY OF MIAMI** Dept of Psychology and Sylvester Comprehensive Cancer Center seeks Ph.D. in psychology with research/teaching and extramural funding track record for mid-level tenure-track position. For complete description see September *Observer* or our home page at [www.psy.miami.edu](http://www.psy.miami.edu). Contact: Health Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33124. **FL3**

**UNIVERSITY OF NORTH FLORIDA.** The Department of Psychology invites applications for a tenure-track Assistant Professor position for someone in Clinic Counseling, or Community Psychology, areas of particular research interest may include adolescent child clinical, psycho-pathology and/or families. Candidates must have a Ph.D., or have made sufficient progress toward the Ph.D. that it will be awarded by September 2000. The successful candidate will be expected to establish a research program involving undergraduate and Masters level students and holding potential for national recognition. The successful candidate should also have a strong interest in teaching, especially at the under-

Miami Beach Beckons...



Call  
For  
Submissions

American Psychological Society  
12th Annual Convention  
June 8-11, 2000

Fontainebleau Hilton Resort & Towers

Submissions must be postmarked  
no later than January 14, 2000

# Science Under the Sun

## APS HITS MIAMI BEACH

JUNE 8-11, 2000

On **June 8-11, 2000**, APS holds its 12th Annual Convention in **Miami Beach, Florida**. The exciting convention program is of interest to all APS members, striking a balance between specialty topics and integrative themes. Information on how to submit a proposal and register for the convention is presented in the following pages.

### A FEW FEATURED SPEAKERS

#### DANIEL SCHACTER

Daniel Schacter, of Harvard University, will deliver the Keynote Address: *The Seven Sins of Memory: Vices or Virtues?* Schacter is nationally renowned for his research in memory and amnesia.

#### ALAN E. KAZDIN

Alan E. Kazdin, Yale University, will deliver the Bring-the-Family Address, *Treatment of Antisocial Children: Science's Contributions and Limitations*. His research is in the field of developmental psychopathology with a focus in childhood disorders.

#### PRESIDENTIAL SYMPOSIUM—*THE PSYCHOLOGY OF EATING*

Chair: Elizabeth D. Capaldi, University of Florida

Linda Bartoshuk, Yale University, *Listening to Patients: What Experiments of Nature Can Tell Us About Taste*

Elizabeth D. Capaldi, University of Florida, *Eating is a Habit*

Peter Herman, University of Toronto, *Dieting and Eating Disorders: What the Research Has and Hasn't Told Us*

Paul Rozin, University of Pennsylvania, *Thinking About Food, Enjoying Food, and Worrying About Food:*

*A Socio-cultural Perspective*

Steve Woods, University of Cincinnati Medical Center, *The Psychobiology of Eating*

### PROGRAM HIGHLIGHTS

**M**orning sessions are devoted to specialized content-specific presentations. Afternoons will feature integrative cross-cutting presentations and methodology mini-tutorials.

**H**ot Topics! Hot Topics allow researchers to present their "hottest" research findings and ideas. They are 15-minute individual oral presentations scheduled during the morning, area-specific portion of the meeting program followed by 5-minute periods for questions and comments from the audience. The Hot Topic presentations will be organized into sessions based on common research themes. **Submissions not accepted as Hot Topics will automatically be considered for presentation as posters.**

**C**onvenient exhibit hall hours! The Exhibit Hall is scheduled to give convention attendees more time to view posters and meet with exhibitors without missing other exciting elements of the APS convention program. The exhibit hall will feature the latest in publications and services. In addition to hundreds of poster presentations, APS will host two evening receptions in the exhibit hall, giving members a chance to network with colleagues.

**E**xtended viewing hours for posters! This year, poster presenters will be able to set up their posters two hours before the actual poster session in order to give attendees ample time to walk the exhibit hall. Presenters, who will be available for questions during their scheduled poster session, should leave handouts for those attendees who choose to review posters prior to the sessions. Poster sessions are scheduled during lunches and evening receptions, giving convention attendees more time to visit with exhibitors, view posters, and network with colleagues without missing other exciting elements of the convention program. We will again offer our streamlined review procedure for posters: *If you are an APS Member or Student Affiliate in good standing, we will expedite the review of your poster and notify you in early March of your acceptance.*

### DATES TO REMEMBER...

Submissions Deadline is January 14, 2000

Registration Deadline is April 28, 2000

Hotel Cut-off date is April 28, 2000

### SPECIAL HOTEL RATES

At APS, we continue to make affordable meetings our priority. This year we are able to offer an incredible discounted hotel room rate at the Fontainebleau Hilton Resort & Towers of \$126 plus tax single or double occupancy (see page 15).

## THE SEVENTH ANNUAL APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY

Make plans to attend the Seventh Annual APS Institute on the Teaching of Psychology. This one-day preconference, which has become one of the most anticipated events at the APS Convention, will be held on June 8. The Teaching Institute features substantive talks by leaders in scientific psychology that will be more pertinent than ever to the interests and concerns of psychology faculty.

*By bringing in speakers who focus on both the content of teaching and ways of teaching the content, and providing updates in what's new in teaching, we have tried to make the Teaching Institute a highlight for anyone teaching any psychology course this fall.*

Douglas Bernstein  
Teaching Institute Chair

In addition, poster and roundtable (PIE) presentations will feature opportunities for learning and discussing innovative teaching strategies and effective classroom tools. Teachers of psychology at two- and four-year colleges and universities and graduate students will benefit from the experience of their peers in an informal atmosphere that encourages group interaction. Combination discounts on the Teaching Institute and APS Convention registration fees will be available. See page 14.

## AMERICAN PSYCHOLOGICAL SOCIETY STUDENT CAUCUS (APSSC)

If you are an APS Student Affiliate please review the following material to select if you want to be considered for the following:

### ◆ STUDENT RESEARCH COMPETITION ◆ RSE-UP AWARDS ◆ STUDENT TRAVEL AWARDS

Please mark the appropriate box on the poster submission page (page 9) and send in an additional copy of your proposal and an additional stamped, self-addressed envelope (which APS will forward to the APSSC review committee).

**Who is eligible? You must be both:**

- ❖ A graduate or undergraduate student affiliate member of APS.
- ❖ A first author on an APS submission.

A student peer review panel will judge the Student Research Competition. Winners will receive a cash award of \$250 or \$150 as well as be invited to present at the 2000 APS Convention in Miami Beach.

The RSE-UP (Research on Socially and Economically Underrepresented Populations) Committee offers cash awards and hosts a special symposium highlighting research on the unique issues faced by socially and economically underrepresented populations. Student submissions will be

## THIRD ANNUAL TEXTBOOK WORKSHOP

On Sunday, June 11, APS presents *Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors*. This six-hour workshop covers virtually every aspect of textbook writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis is on offering practical information and advice on topics such as:

- Deciding if textbook writing is right for you
- How a book idea becomes a book
- Writing a textbook prospectus
- Finding (or choosing) a publisher
- Negotiating book contracts
- Choosing and working with co-authors
- The organizing, writing, and editing process
- The economics of publishing
- The impact of textbook writing on your life

Each pre-registrant will have an opportunity to submit discussion topics of special interest. The workshop will be based on Douglas Bernstein's experiences in the world of publishing over the last 28 years. For registration information, see page 14 (space is limited).

considered for the RSE-UP symposium based on content and will be selected from the Student Research Competition entries (box on page 9). To assist the selection committee, please indicate your status as either graduate or undergraduate student when submitting for either research award and submit an extra copy of your proposal and stamped envelope.

To assist students with travel, APS offers student affiliates limited financial assistance to those who wish to attend the annual convention. Awards will help defray the cost of travel. *You must be a student affiliate and you will be required to work 6 hours at the convention* (to be determined by the Volunteer Coordinator). You can easily apply for the Student Travel Award by turning to page 6 and checking off the space requesting an application for the Student Travel Award.

For more information, please contact Dan Richard at:  
fdrskr@earthlink.net

# General Submission & Selection Information...

## January 14 Deadline for Submission

Proposals must be complete and postmarked no later than January 14, 2000, to be considered for acceptance. See page 5 for specific instructions on preparing your submission.

## Proposal Review and Selection

All nonposter submissions (addresses, Hot Topics, symposia) will be reviewed and evaluated by members of the Program Committee; individual reviewer assignments will be made on the basis of the area of psychology selected by the submitter. Poster submissions will be screened by members of the Program Committee for appropriateness and adherence to the submission criteria. Posters will be organized into distinct poster sessions on the basis of the area of psychology selected by the submitter on proposal cover sheet.

With all proposal formats, including posters, the Program Committee retains the right to request additional information, ask that changes be made to improve a presentation, or to decline to schedule a presentation the committee does not think is appropriate to the meeting.

## Submitter Responsibilities

- ◆ Secure the commitment of all participants in advance.
- ◆ Keep your proposal current throughout the review process by informing the APS Office of any changes.
- ◆ Keep fellow symposium participants or co-authors on poster presentations informed of proposal status and forward information if requested to do so. **Only the submitter will receive notification of the proposal's acceptance, detailed information on scheduling and logistics, etc.**
- ◆ Inform the APS Office of any special audio-visual equipment needs (nonposter sessions only). Concurrent session rooms routinely are equipped with a podium, microphone, remote-controlled 35mm slide projector, overhead projector, screen and electric pointer. If additional equipment is desired, please complete the Special Requests area of the Proposal Cover Sheet. *APS will try, but cannot promise, to accommodate these requests.*
- ◆ Inform all participants who plan to present at the APS Convention that they must pay the appropriate convention registration fees.
- ◆ Make sure your 2000 APS membership dues are paid.

## Presentation Format Descriptions

**Hot Topic:** Individual speakers make a 15-minute oral presentation on their current research or any scholarly topic they determine to be exciting. The presentation is followed by a 5-minute period of questions and comments from the audience. **ONLY SLIDE AND OVERHEAD PROJECTORS WILL BE AVAILABLE FOR A HOT TOPIC PRESENTATION.**

**Address with Commentators:** A single speaker makes a presentation, then one or two commentators speak on the strengths, weaknesses, and/or implications of the main presentation. The first speaker then replies to their remarks. (Total session time is 50 minutes.)

**Symposium:** A focused session in which participants present their views on a common issue. A symposium should include a chair; two, three, or four presenters maximum, and a discussant (total session time is 80 minutes). Time should allow for discussion among presenters and the audience. Symposia should have the dual goals of providing diversity of perspective and integrating those perspectives into a meaningful whole.

**Multispecialty Symposium:** APS strongly encourages symposia in which psychologists from a variety of specialties (e.g., social, cognitive, industrial) address a single topic such as eating or violent behavior for example. A symposium of this type helps to integrate psychology as a discipline. Proposals for multispecialty symposia should follow the format for other symposia. Organizers are welcome to seek advice from the Program Committee Chair. (Total session time is 80 minutes.)

**Poster:** Posters offer the opportunity to present data and have serious discussions with interested colleagues. Authors present their papers in a visual medium with key excerpts from the papers displayed on one side of a 4' high x 8' wide standing corkboard. The audience circulates among the posters, stopping to discuss papers of particular interest. Papers submitted for poster presentation should represent completed work (do not submit a proposal if the data are still pending), and posters that discuss new scientific findings are especially encouraged. Where possible, the poster title should indicate the important result (e.g., lesions of frontal cortex disrupt divided attention) rather than the experimental question (e.g., frontal cortex and divided attention). Presenters are required to bring copies of their papers to the meeting. **NO AUDIO VISUAL EQUIPMENT WILL BE PROVIDED.**

## Proposal Status Notification

A letter notifying you of the acceptance or rejection of your proposal will be mailed from the APS Office in **early March**. Acceptance letters will include the specific date and time at which the presentation has been scheduled as well as registration, hotel reservation, and travel information.

## Program Participant Registration Policy

**All program participants must register and pay the appropriate conference registration fee.** This rule applies to speakers, session chairpersons, participants, and poster presenters/authors. Registration materials are enclosed or may be requested from the APS Office (202-783-2077) or downloaded from the APS Website, [www.psychologicalscience.org](http://www.psychologicalscience.org). **Proposal acceptance is contingent upon all presenters paying the convention registration fee.**

## RULES FOR PARTICIPATION

1. You must be a paid 2000 APS Member in order to submit/present at the Convention. Nonmembers interested in joining APS should contact the APS Office at 202-783-2077 for information and an application form, or visit [www.psychologicalscience.org](http://www.psychologicalscience.org).
2. Only APS Members (not Student Affiliates) may chair and moderate Symposia/Address with Commentators.
3. First authors of poster submissions must be APS Members or APS Student Affiliates. If the first author is an APS Student Affiliate, an APS Member must either be listed as a co-author or sign the Participant Information Sheet in an act of sponsorship. (Sponsorship does not imply authorship or direct involvement in the research being discussed.)
4. An individual may be a first author on **ONLY ONE** proposal. An individual may be a secondary author on any number of poster proposals or a participant in any number of nonposter sessions. However, in the case that more than one presentation involving a specific individual is accepted and scheduled simultaneously, it will be the duty of that individual to resolve the time conflict by withdrawing from one presentation.
5. All speakers and first authors of posters must make their presentations in person. No substitutions, please!



# ... and Specific Instructions for Preparing Your Proposal

## Filling Out the Forms

### ◆ Proposal Cover Sheet

Fill out each section of the form, paying careful attention to the instructions shown at each step. Please note that you are asked to identify only two of the ten subject areas listed with which you would like your proposal grouped. It is important that you identify at least a *primary* area, since your choices will be used to match your proposal with the best-suited reviewer in the case of nonposter submissions or to assign your presentation to the appropriate poster session in the case of poster submissions. Personal mailing and email addresses may be published as a handout at the convention so attendees may contact you for further information about your research presentation.

### ◆ Participant Information Sheet

With the exception of membership status, the information on this form will be published in the *Program*. It is essential, therefore, that the information shown be accurate (changes may be sent to the APS Office at any time during the review process) and that the abstract be no longer than 50 words. Note that this form asks you to identify two subject areas related to your proposal; these codes will be used to create the subject index of the *Program Book*.

**Address with Commentators or Symposium:** The submitter should secure the commitment of each participant prior to submission. Also, although an individual's presentation might reflect the work of a number of colleagues, only the name of the actual speaker(s) will be published.

**Poster:** If more than four authors are involved in a poster presentation, please list the additional authors on a separate sheet. The names and affiliations of all authors will be published in the *Program Book*.

## Preparing the Supporting Documents

In addition to the two forms, you are required to submit certain supporting documents with your proposal. Each presentation format requires different supporting materials, and these requirements are outlined below. Each page of supporting material should have a header with the submitter's name, the type of presentation proposed, and the page number (e.g., Johnson, H.-symposium-p. 3). If necessary, a separate page with tables or figures only may be added in excess of the stated page limitations.

**Hot Topics:** In addition to the Proposal Cover Sheet, Participant Information Sheet, computer diskette (see "Preparing the Computer Diskette" on this page), printout of the computer file, and two self-addressed, stamped envelopes, submitters should include a single-spaced half-page describing the hot topic to be discussed.

**Address with Commentators:** In addition to the Proposal Cover Sheet, Participant Information Sheet, computer diskette (see "Preparing the Computer Diskette" on this page), printout of the computer file, and two self-addressed, stamped envelopes, submitters should include two single-spaced pages describing the suggested speaker, the issue, the commentators and an explanation of the potentially provocative or controversial points.

**Symposium:** In addition to the Proposal Cover Sheet, Participant Information Sheet, computer diskette (see "Preparing the Computer Diskette" on this page), printout of the computer file, and two self-

addressed, stamped envelopes, submitters should include one single-spaced page summarizing the entire symposium (including the amount of time allotted to each speaker, the discussant and general discussion) and one-page, single-spaced summaries of each individual presentation.

**Multispecialty Symposium:** (see Symposium)

**Poster:** In addition to the Proposal Cover Sheet, Participant Information Sheet, computer diskette (see "Preparing the Computer Diskette" on this page), printout of the computer file, and two self-addressed, stamped envelopes, submitters should include a single-spaced, one-page summary stating the important scientific issue, presenting the procedures and results, and ending with the conclusions. Do not send your entire paper.

## Preparing the Computer Diskette

In addition to the written documents, each submitter is required to send a computer diskette containing most of the information requested on the Participant Information Sheet. (Rather than retyping the form, we use the diskette to prepare the *Program* copy; copy is proofed against the form, therefore, the two must match.) The elements required are: proposal title, names and affiliations of speakers or authors, 50 word (maximum) abstract, and appropriate subject area in ascending numerical order. See page 10 for samples of how the information should be organized.

Diskettes should be either IBM/PC-compatible (3.5") or Macintosh-compatible (3.5"), and the name of the submitter, presentation format, and diskette format should appear on the diskette label. **The file itself must be in either a WordPerfect (8.0 or earlier versions), MS Word, or ASCII/DOS format if prepared on an IBM-compatible machine or in a MacWrite or text only format if prepared on an Apple or Macintosh machine.** (Please be sure to provide a file in one of these formats and not an idiosyncratic file created by your particular word processor.) **All files must be named "ABSTRACT.TXT" regardless of format.**

## Packaging Your Proposal for Mailing

- ◆ **COLLATE AND STAPLE** two sets of applicable supporting documents (description summaries, printout of computer diskette, etc.) so that the Proposal Cover Sheet is on top, followed by the Participant Information Sheet, with the supporting materials at the rear. **If you are applying for either APSSC award enclose an additional set of material (see page 3 for more details).**
- ◆ Include **two self-addressed, stamped envelopes** (one will be used to notify you of the receipt of your proposal and the other will be used to notify you of your proposal's acceptance or rejection). If you reside outside of the United States, you do not need to include postage.
- ◆ Enclose the computer diskette that has been prepared according to specifications and labelled.
- ◆ Address your submission packet to: American Psychological Society, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907.
- ◆ Make sure your packet is **postmarked no later than January 14, 2000**. Late proposals will not be considered for acceptance.

Questions? Call the APS Convention Department at 202-783-2077

OR

Visit the APS Website, [www.psychologicalscience.org](http://www.psychologicalscience.org)

**PROPOSAL COVER SHEET**  
**2000 CONVENTION OF THE AMERICAN PSYCHOLOGICAL SOCIETY**

Submitter Name: \_\_\_\_\_  Mr.  Ms.  Dr.

APS Membership ID Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Proposal Title (12 words or fewer):  
 \_\_\_\_\_  
 \_\_\_\_\_

Format (check only one):

- Hot Topic (page 7)                       Symposium (page 8)                       Multispecialty Symposium (page 8)  
 Poster (page 9)                               Address with Commentators (page 8)

**Subject Area** (Please rank up to two areas of psychology—and only two—with which you would like us to group your proposal, in order of relevance. Your selection will assist the program committee in determining appropriate reviewers and/or scheduling.):

- \_\_\_ Biological/Physiological (01)      \_\_\_ Developmental/Educational (04)      \_\_\_ Industrial/Organizational (07)  
 \_\_\_ Clinical (02)                              \_\_\_ Experimental (05)                              \_\_\_ Personality/Social (08)  
 \_\_\_ Cognitive (03)                              \_\_\_ General (06)                                      \_\_\_ Quantitative (09)  
 \_\_\_ Other (10); please specify  
 \_\_\_\_\_

Special Requests (additional av equipment for nonposter sessions only):  
 \_\_\_\_\_

Please send me a student travel award application.

- Enclosure Checklist:**
- Proposal Cover Sheet (2 copies for posters; 2 copies for addresses, symposia & Hot Topics)
  - Participant Information Form (2 copies for posters; 2 copies for addresses, symposia & Hot Topics)
  - Supporting Documents (2 copies for posters; 2 copies for addresses, symposia & Hot Topics)
  - Self-addressed, stamped envelopes (2)
  - Computer diskette (see instructions on page 5 and samples on page 10)
  - Printout of the computer file on plain white paper
  - An additional copy of my presentation and supporting documents if I am submitting for the APSSC awards.
  - Postmarked by January 14, 2000

Please refer to the APS Website, [www.psychologicalscience.org](http://www.psychologicalscience.org) for complete convention information.  
 If you have any additional questions, please call 202-783-2077, ext. 3015.

Submitter Name: \_\_\_\_\_

**2000 PARTICIPANT INFORMATION: Hot Topic**  
*(To be printed in convention program)*

Complete this page, and the PROPOSAL COVER SHEET, and send *two collated and stapled copies* of both forms and supporting documents (see page 5) to APS, 1010 Vermont Ave, NW, Suite 1100, Washington, DC 20005-4907. Each submitter must also send a computer diskette containing the requested information on this form (see instructions on page 5 and sample on page 10).

TITLE (12 words or fewer): \_\_\_\_\_  
 \_\_\_\_\_

PRESENTER (Only one presenter per Hot Topic.):

(name) \_\_\_\_\_

(affiliation) \_\_\_\_\_

(mailing address) \_\_\_\_\_  
 \_\_\_\_\_AUTHOR #2 (name, affiliation):  
 \_\_\_\_\_AUTHOR #3 (name, affiliation):  
 \_\_\_\_\_AUTHOR #4 (name, affiliation):  
 \_\_\_\_\_AUTHOR #5 (name, affiliation):  
 \_\_\_\_\_ABSTRACT (50 words or fewer): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_SUBJECT AREA CODE(S) (see Proposal Cover Sheet for subject codes; rank two and only two applicable codes in ascending numerical order):

\_\_\_\_ / \_\_\_\_ Additional subject codes will not be included in the program.

ALL HOT TOPICS THAT ARE NOT ACCEPTED AS A HOT TOPIC WILL AUTOMATICALLY BE REVIEWED AS A POSTER PRESENTATION.

Submitter Name: \_\_\_\_\_

**2000 PARTICIPANT INFORMATION: ADDRESS WITH COMMENTATORS or SYMPOSIUM**  
*(To be printed in convention program)*

Complete this form and the PROPOSAL COVER SHEET and send **two collated and stapled copies** of both forms and appropriate supporting documents (see page 5) to APS, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907. Each submitter is also required to send a computer diskette containing the information requested on this form (see instructions on page 5 and samples on page 10).

TITLE (12 words or fewer): \_\_\_\_\_

	APS Member	APS Student Affiliate	Nonmember
CHAIR/MODERATOR (name, affiliation, and full mailing address):	<input type="checkbox"/>	N/A	N/A

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SPEAKER #1 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------	--------------------------	--------------------------	--------------------------

\_\_\_\_\_

SPEAKER #2 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_\_\_

SPEAKER #3 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_\_\_

SPEAKER #4 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_\_\_

DISCUSSANT (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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\_\_\_\_\_

ABSTRACT (50 words or fewer): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUBJECT AREA CODE(S) (see Proposal Cover Sheet for subject codes; rank up to two applicable codes in ascending numerical order):

\_\_\_/\_\_\_ Additional subject codes will not be included in the program.

Please consider individual papers as posters if not accepted as a symposium.

All submitted presenters and participants are required to pay the appropriate convention registration fees.

Submitter Name: \_\_\_\_\_

**2000 PARTICIPANT INFORMATION: POSTER**  
*(To be printed in convention program)*

Complete this page, and the PROPOSAL COVER SHEET, and send *two collated and stapled copies* of both forms and supporting documents (see page 5) to APS, 1010 Vermont Ave, NW, Suite 1100, Washington, DC 20005-4907. Each submitter must also send a computer diskette containing most of the requested information on this form (see instructions on page 5 and sample on page 10).

TITLE (12 words or fewer): \_\_\_\_\_  
\_\_\_\_\_

FIRST AUTHOR (name, affiliation, and full mailing address):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APS Member	APS Student Affiliate	Nonmember
<input type="checkbox"/>	<input type="checkbox"/>	N/A

AUTHOR #2 (name, affiliation):

\_\_\_\_\_

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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AUTHOR #3 (name, affiliation):

\_\_\_\_\_

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

AUTHOR #4 (name, affiliation):

\_\_\_\_\_

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

\*Additional authors, if any, may be listed on a separate page.

ABSTRACT (50 words or fewer): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUBJECT AREA CODE(S) (see Proposal Cover Sheet for subject codes; rank two and only two applicable codes in ascending numerical order):

\_\_\_/\_\_\_ Additional subject codes will not be included in the program.

Yes, I would like to be entered in the Student Research Competitions  
(If checked, submission will be considered for all APSSC awards)

**\*Please enclose an additional copy of your submission and stamped, self-addressed envelope if you checked the above choice.**

Graduate Student       Undergraduate Student

**SPONSOR** (If the first author is an APS Student Affiliate and none of the other authors are APS Members, an APS Member must sponsor the proposal by signing and printing his/her name here. Sponsorship does not imply authorship or any direct involvement with the research being discussed):

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

# Computer Diskette Preparation: Samples

The following rules and samples are to assist you in preparing the computer diskette which must accompany your submission. As noted earlier, APS relies heavily on these diskettes when preparing copy for the *Program Book*, so your cooperation is greatly appreciated.

To make our instructions as clear as possible, we have compiled both a set of general rules and a set of samples. A different sample is shown for each of the presentation formats. To better illustrate how the information should be organized and entered, the samples are designed to mimic the way the file would appear to you in Wordperfect "Reveal Codes" mode, with [HRT] indicating a hard return, [SRT] indicating a soft return or wrap, and so on. (These samples have been selected from previous convention programs, but the individual entries may have been edited to better suit this specific purpose.)

## GENERAL RULES

1. Do not set any margin specifications; use default margins.
2. Do not select any specific fonts; use default font.
3. Do not bold, underline or italicize any characters. If there are words or characters that you would like to have receive special treatment, please indicate that special treatment on the Participant Information Sheet. For example, if you refer to the title of someone's work in your abstract and wish it to be underlined in the *Program*, underline the words on the form but not in the computer file. When the copy pulled from your diskette is proofed against your Participant Information Sheet, we will make the necessary notation for our typesetter.
4. Do not use hard returns except where indicated in the appropriate sample. Titles, abstracts, and other information exceeding one line in length should be allowed to wrap.

## SAMPLES

### Hot Topic

Charting the Conversational Territory of Cognitive[SRT]  
Development[HRT]  
Presenter: Marie Englehart, University of California-Los[SRT]  
Angeles[HRT]  
This paper challenges the interpretation that performance[SRT]  
on cognitive tasks often reflects a conceptual deficit using[SRT]  
illustrations from research of theories of mind and number.[SRT]  
Children's understanding is seen to be more comprehensively[SRT]  
revealed in settings where they share the intended[SRT]  
conversational implications and the physical territory to which[SRT]  
questions refer.[HRT]  
(03)[HRT]  
Co-Authors:[HRT]  
Rhonda Scharlatt, University of California-San Diego[HRT]  
Brian Antonelli, University of California-Los Angeles[HRT]

### Address with Commentators

Charting the Conversational Territory of Cognitive[SRT]  
Development[HRT]  
Chair: Sebastian Saldivar, (University of California-Los[SRT]  
Angeles[HRT]  
Speaker: David Sears, University of Queensland[HRT]  
This paper challenges the interpretation that performance[SRT]  
on cognitive tasks often reflects a conceptual deficit using[SRT]  
illustrations from research of theories of mind and number.[SRT]  
Children's understanding is seen to be more comprehensively[SRT]  
revealed in settings where they share the intended[SRT]  
conversational implications and the physical territory to which[SRT]  
questions refer.[HRT]  
(03)[HRT]  
Commentators:[HRT]  
John Stevens, University of California-San Diego[HRT]  
Melissa Beck, University of California-Los Angeles[HRT]

### Poster

CHEATHAM, Robert: University of Southern California:[SRT]  
PETERSEN, August S., THOMAS, Robert, and BEITEL, Anne:[SRT]  
(University of California-Santa Cruz[HRT]  
Perceptions of Joking Insults: Indications of Positive[SRT]  
Relationships but Negative Individuals[HRT]  
The social consequences of joking insults were investigated.[SRT]  
Subjects read transcripts of fictitious dyadic conversations and[SRT]  
rated the relationship of the dyad and the personal characteristics[SRT]  
of its members. Regardless of gender, dyads making joking insults[SRT]  
elicited the judgments of positive relationships but negative[SRT]  
individuals. [HRT]  
(08)[HRT]

### Symposium/Multispecialty Symposium

Teaching Critical Thinking Skills[HRT]  
Chair: Michael Whooley, North Carolina Central University[HRT]  
This symposium presents strategies for teaching critical[SRT]  
thinking to undergraduates. We present a five step approach[SRT]  
to critical thinking, several interactive demonstrations that[SRT]  
challenge students to evaluate material, and strategies for[SRT]  
assessing the effectiveness of our teaching.[HRT]  
(02)[HRT]  
Presenters:[HRT]  
Kevin Chetham, California State University-San Bernardino[HRT]  
Can Critical Thinking be Taught?[HRT]  
Carl Boone, University of Illinois-Urbana[HRT]  
Classroom Exercises to Promote Critical Thinking[HRT]  
Randall Fusey, North Carolina State University[HRT]  
Seeking Parsimonious Explanations of Supposedly Psychic[SRT]  
Phenomena[HRT]  
Discussant: Susan Emerson, Davidson College[HRT]

# APS Institute on The Teaching of Psychology

A One-day Preconference at the 2000 APS Convention

On June 8, 2000, APS will hold its 7th Annual Teaching Institute in conjunction with the APS Convention in Miami Beach, Florida. This one-day event is open to teachers of psychology at two- and four-year colleges, universities and high schools, graduate students, and other individuals with an interest in teaching.

The Teaching Institute draws close to 400 attendees each year who continue to tell us that the institute is especially valuable because it gives them new ideas and new enthusiasm that can be put to immediate use in their own classrooms. Presentations by leaders in scientific psychology will be more closely-related than ever to the interests and concerns of psychology faculty. In addition, poster and roundtable presentations (Participant Idea Exchanges or PIES) will feature innovative teaching strategies and effective classroom tools. Poster presentations and roundtable discussions will allow you to interact informally with peers and exchange information on innovative and successful teaching strategies, classroom demonstrations, course organizations and more. This exciting combination gives you both substantive scientific research and the tools with which to share this information more effectively with your students.

Don't miss your chance to participate as both an attendee and a presenter in this special event. See you in Miami Beach!

## CALL FOR POSTER AND PARTICIPANT IDEA EXCHANGE TOPICS

### Submission Instructions

APS members and other interested individuals are invited to submit proposals for poster presentations or topics to be discussed at the Participant Idea Exchange. Submissions should be related to the teaching of psychology; this includes, but is not limited to, teaching techniques, innovations, evaluation and philosophy.

### *Posters*

Posters should focus on methods for teaching psychology, such as particularly effective or innovative courses or course organizations, strategies (including demonstrations) for promoting active learning, ways of integrating course material, helpful use of technology, and the like. Poster presentations should incorporate illustrative materials such as tables, graphs, photographs, and large-print text, and materials should be clearly readable from a distance of 3-4 feet. No audiovisual equipment will be provided, but a 4' high x 8' wide freestanding bulletin board will provide display space for your presentation (push pins will be provided). Presenters should bring at least 200 handouts of the complete presentation to distribute at the poster session.

**To submit a poster proposal,** Fill out each section of the Teaching Institute Proposal Cover Sheet (see page 12), paying careful attention to the instructions shown at each step, including: (a) your name, affiliation, full mailing address, and daytime telephone number, (b) the title of the poster, (c) the names and affiliations of all authors, and on a separate single-spaced page, a summary of not more than 250 words. Graphs, tables and photographs need not be included.

### Registration Policy

*All participants, including presenters, are required to pay the appropriate registration fee.* Fee information and registration forms are enclosed and attractive combination discounts on APS Teaching Institute and APS Convention registration fees will be available.

### *Participant Idea Exchange*

Topics proposed for the Participant Idea Exchange may relate to any aspect of teaching psychology, including problems in teaching particular courses, student diversity issues, the ethics of teaching, student discipline and classroom management problems, sexual harassment concerns, or the like. Each accepted topic will be the focus of an informal discussion at a different roundtable and will be led by the person who proposed the topic. Participants may select tables at will and join or leave each table as they wish.

NO AUDIOVISUAL EQUIPMENT WILL BE PROVIDED.

**To submit a Participant Idea Exchange topic,** Fill out each section of the Teaching Institute proposal cover sheet, paying careful attention to the instructions shown at each step, including: (a) your name, affiliation, full mailing address, and daytime telephone number, (b) the topic for discussion.

### *Computer Diskette:*

In addition to the written documents, each submitter is required to send a computer diskette containing the written information requested above. (Rather than retyping the information, we use the diskette to prepare the *Program* copy; copy is proofed against the form, however, the two should match.) The elements required are: proposal title, names and affiliations of author or authors, 250-word (maximum) summary.

Diskettes should be either IBM/PC-compatible (3.5") or Macintosh-compatible (3.5"), and the name of the submitter, presentation format, and diskette format should appear on the diskette label. **The file itself must be in either a WordPerfect (8.0 or earlier versions), Microsoft Word ('97 or earlier versions), or ASCII/DOS format if prepared on an IBM-compatible machine or in a MacWrite or text only format if prepared on an Apple or Macintosh machine.** (Please be sure to provide a file in one of these formats and not an idiosyncratic file created by your particular word processor.) **All files must be named "ABSTRACT.TXT" regardless of format.**

SEVENTH ANNUAL APS INSTITUTE ON THE  
TEACHING OF PSYCHOLOGY  
PROPOSAL COVER SHEET

Submitter Name: \_\_\_\_\_  Mr.  Ms.  Dr.

Affiliation: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_\_ Email: \_\_\_\_\_

Proposal Title (12 words or fewer): \_\_\_\_\_

Format (check only one):

Participant Idea Exchange

Poster

Proposal Summary: Please attach a summary of not more than 250 words.  
Graphs, tables, and photographs need not be included.

Registration Policy

*All participants, including presenters, are required to pay the appropriate registration fee.* Fee information and registration forms are enclosed and attractive combination discounts on APS Teaching Institute and APS Convention registration fees will be available.

PLEASE SUBMIT APS CONVENTION PROPOSALS UNDER SEPARATE COVER.

- Enclosure Checklist:
- Teaching Institute Proposal Cover Sheet (2 copies)
  - One-page proposal summary (2 copies)
  - Self-addressed, stamped envelopes (2)
  - Computer diskette  
(see instructions on page 11)
  - Printout of the computer file on plain white paper
  - Postmarked by January 14, 2000

Return to:  
7th Annual Institute of the Teaching of Psychology  
APS 1010 Vermont Avenue, NW, Suite 1100  
Washington, DC 20005



# Wait! There's More . . .

## SPECIAL RATES FOR REGISTRATION AND HOTEL

**A**t APS, we continue to make affordable meetings our priority. Combination discounts on the Teaching Institute and APS Convention registration fees once again will be available (see page 14). This year we are delighted to offer incredibly low hotel room rates at the Fontainebleau Hilton Resort & Towers of \$126 single or double occupancy (see page 15). The Fontainebleau Hilton Resort & Towers is located on Miami Beach, with the Atlantic Ocean serving as its backyard. The hotel is just 10 minutes away from the Art Deco district, better known as South Beach, with its outdoor cafes and galleries.

Advance housing registration is strongly encouraged since an April 28, 2000, deadline for early registration has been set. After April 28, the Fontainebleau Hilton Resort & Towers does not guarantee that rooms will be available or that they will honor the special rate. Room reservations should be made on the official Housing Reservation Form (see page 15). Additional housing forms will be mailed upon request from the APS Office (202-783-2077) or may be obtained from the APS Website, [www.psychologicalscience.org](http://www.psychologicalscience.org).

## TRAVEL

### TRAVELING BY PLANE

PASSPORT EXECUTIVE TRAVEL (PET) is the official travel agency for the American Psychological Society's 12th Annual Convention being held in Miami Beach, Florida. They guarantee the lowest fares available at the time reservations are made. PET offers \$150,000 free flight insurance with each ticket issued. When making reservations, be sure to identify yourself as an attendee of the APS convention.

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

Please call Passport Executive Travel, 1-800-222-9800, and identify yourself as an APS convention attendee. Your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.

There is shuttle transportation from the Miami International Airport to the Fontainebleau Hilton Resort & Towers for the cost of \$11 per person, one-way. *Super Shuttle*: 305-871-2000, no reservations are required.

### TRAVELING BY CAR

APS and Hertz invite attendees at the 12th Annual Convention to take advantage of discounted rental car rates. Advance reservations are required. To reserve a rental car, you can call Hertz at 1-800-654-2240 and specify reference #5885.

*Directions from Miami International Airport*

- ❖ Follow signs for 112-East/LeJeune Road
- ❖ Bear left onto 112-East, pay toll (50 cents)
- ❖ Move immediately into left lane, continue onto 195-East
- ❖ Travel in center lanes on 195-East
- ❖ Exit Arthur Godfrey Road/41st Street
- ❖ Make a left onto Indian Creek Drive, travel about .3 miles and make a right turn into hotel entrance.

\*Cost for overnight parking at the Fontainebleau is \$14 per day

APS announces  
Passport Executive Travel  
as its official travel agent.

1-800-222-9800

202-337-7718

Hours: Monday-Friday, 8:30AM-6:00PM

### TRAVELING BY TRAIN

For train fares and schedules, call AMTRAK at 1-800-872-7245. This number operates 24 hours a day, 7 days a week. Trains arrive at Amtrak Passenger Station in Miami, 8303 Northwest 37th Avenue.

For further information on Miami Beach, the Miami Convention and Visitors Association phone number is 305-539-3000.





# AMERICAN PSYCHOLOGICAL SOCIETY CONVENTION HOUSING FORM

## 12TH ANNUAL CONVENTION

### JUNE 8-11, 2000

## FONTAINEBLEAU HILTON RESORT & TOWERS

Please type or print. Complete the entire form, particularly arrival and departure dates. Send applications immediately to ensure desired accommodation at convention rates. Send for arrival no later than **April 28, 2000**, directly to the Fontainebleau Hilton Resort & Towers at:

**Fontainebleau Hilton Resort & Towers**  
4441 Collins Avenue  
Miami Beach, FL 33140  
Phone: 305-538-2000 ♦ Fax: 305-673-5351

**APS SPECIAL CONVENTION RATE = \$126 per night plus tax for single or double rooms**

*Reservations received after April 28, 2000, will be made on a space available basis.*

### GUEST INFORMATION

Name: \_\_\_\_\_  
Last First MI

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
City State Zip code/Postal Code Country (if not USA)

Telephone (day): \_\_\_\_\_ Telephone (evening): \_\_\_\_\_

Room Type:  Single (1 Person)  Double (2 People/1 Bed)  Double (2 People/2 Beds)  Triple (3 People/2 beds)  Quad (4 People/2 Beds)  
*Single and double rooms are guaranteed at \$126 plus tax per night. There is an additional \$25 charge per person for Triple and Quadruple rooms. Rooms containing two beds cannot accommodate cots or roll-away beds.*

Names of Other Occupants: (Maximum of three others): Persons sharing a room should send only one housing form. Room confirmation will be sent only to the person requesting the reservation.

\_\_\_\_\_  
Last First MI  
\_\_\_\_\_  
Last First MI  
\_\_\_\_\_  
Last First MI

Special Requests:  Smoking  Non-smoking  Handicapped Accessible  Other: \_\_\_\_\_

### ARRIVAL/DEPARTURE INFORMATION

Arrival: \_\_\_\_\_ (Check-in time: 3PM)  
Day Date Time

Departure: \_\_\_\_\_ (Check-out time: 11AM)  
Day Date

### DEPOSIT INFORMATION

All reservations at the Fontainebleau Hilton Resort & Towers require one night's deposit or a credit card guarantee.

(A) Enclosed is a check or money order for \$ \_\_\_\_\_.

(B) Enclosed is my credit card information authorizing my account to be charged a deposit of one night's room and tax.

Check credit card:  American Express  Carte Blanche  Diners Club  Discover  MasterCard  Visa

Credit Card Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Print name as it appears on card \_\_\_\_\_ Signature (required) \_\_\_\_\_

*Failure to cancel your reservation five (5) days prior to arrival will result in one night's room and tax being charged to your credit card. All reservations are guaranteed for late arrival.*

**Please make sure all information is completed before sending this form DIRECTLY to the Fontainebleau Hilton Resort & Towers.**

# CALL FOR SUBMISSIONS AMERICAN PSYCHOLOGICAL SOCIETY

12<sup>th</sup> Annual Convention  
American Psychological Society  
June 8-11, 2000



7<sup>th</sup> Annual Institute on  
The Teaching of Psychology  
June 8, 2000

Miami Beach, Florida

Check the APS Website for further information on the  
12th Annual Convention  
of the American Psychological Society

<http://www.psychologicalscience.org>

The Program Committee constantly seeks to improve the annual meeting by incorporating your ideas, recommendations, and submissions.

For more information on programmatic issues or to seek advice on your submission, contact:

Randall Engle, Program Committee Chair, Georgia Institute of Technology

tel.: 404-894-2680, fax: 404-894-8905, email: re23@prism.gatech.edu

For administrative questions, contact:

Erika Davis, Meetings Manager, American Psychological Society

tel.: 202-783-2077, ext. 3015, email: edavis@aps.washington.dc.us



American Psychological Society  
1010 Vermont Avenue, NW, Suite 1100  
Washington, DC 20005

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U.S. POSTAGE  
PAID  
PERMIT NO.  
4224  
WASHINGTON, DC

CALL FOR SUBMISSIONS  
ENCLOSED

graduate level, and be able to teach graduate and undergraduate courses in their area of specialization. The typical teaching load at the University of North Florida is three classes per semester. Information about the University and the Department of Psychology may be found on the internet at WWW.UNF.EDU. **The deadline for complete applications is January 3, 2000.** The application package should include a letter of application emphasizing teaching and research interests and experience, curriculum vitae, and three letters of recommendation. All materials should be sent to: Barbara Bunch, Chair of the Search Committee, Department of Psychology, University of North Florida, 4567 St. Johns Bluff Road, South, Jacksonville, FL 32224-2673. *The University of North Florida is an equal opportunity/equal access/affirmative action employer.* **FL4**

## GEORGIA

**EMORY UNIVERSITY**, Program in Cognition and Development, anticipates appointing a tenure-track assistant professor in the area of cognitive development. A tenured appointment may be made in extraordinary circumstances. Research areas of particular interest include the development of cognition and emotion, language or perceptual cognition. Candidates with a background in cognitive neuroscience or computational modeling are especially welcome. Applicants must have a Ph.D. and show evidence of an active research program and teaching experience. 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. Send a vita, (p)reprints and three letters of reference to: Chair, Cognition and Development Search Committee, Department of Psychology, Emory University, Atlanta, GA 30322. We will begin reviewing applications Dec. 1, 1999. *Women and minorities are especially encouraged to apply. Emory is an equal opportunity/affirmative action employer.* **GAI**

**GEORGIA STATE UNIVERSITY**, founded in 1913, is the second largest of Georgia's 86 accredited institutions of higher education. Georgia State University is located in downtown Atlanta on a 28 acre campus with 32 buildings. It is a metropolitan, comprehensive teaching and research university of 24,307 students. The college of Education has 147 full-time faculty and an enrollment of 3,600 graduate and undergraduate students. Applications are invited for the following position: **SCHOOL PSYCHOLOGY**: Tenure track Assistant Professor. **Primary Duties**: Teach courses in school psychol-

ogy core including assessment, consultation and school based interventions, additional courses may be required in areas of specific in applicant skill and expertise (biopsychology, neuropsychology, child and adolescent psychopathology, supervise student research; and develop systematic line(s) of publishable research; supervise student in field-based practicum and/or internship experiences; participate in professional service activities. **Qualifications**: Earned doctorate in school Psychology preferably from an APA approved doctoral program; training and work experience as school psychologist. Candidates should submit 1) letter of interest establishing a candidate's qualifications for the position, 2) a curriculum vitae, 3) official transcripts, 4) three letters of reference from individuals within the field of interest. Salaries will be commensurate with qualifications and experience. Review of applications will begin November 1, 1999 and continue until position is filled. Starting date will be August, 2000. *Ethnic minority, women, and disabled applicants are especially encouraged to apply.* Mail application materials to: Mimi Morgan, Dean's Office, College of Education, Georgia State University, University Plaza, Atlanta, Georgia 30303. **GEORGIA STATE UNIVERSITY, A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA, IS AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION AND IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.** **GA2**

**FACULTY POSITION DEVELOPMENTAL PSYCHOLOGY KENNESAW STATE UNIVERSITY**, a progressive comprehensive university in the University System of Georgia, invites applications for a tenure-track position in the Department of Psychology beginning in August 2000. **ASSISTANT PROFESSOR - DEVELOPMENTAL PSYCHOLOGY**: Qualifications include an earned doctorate; demonstrated effectiveness in undergraduate teaching and applied research; strong interpersonal skills essential; research involving undergraduate students and an interest in diversity issues desired; undergraduate teaching expertise sought in the areas of lifespan developmental psychology, cross-cultural psychology, psychology of women, and adult development and aging. Teaching load will average 10 to 12 hours per semester or equivalent. Although teaching is the central focus of the position, professional service and scholarly activity are also expected of tenure-track faculty. Pending final budgetary approval, the position would be effective August 2000. *KSU has established a notable record for the inclusion of minorities and women in its educational mission and*

*strongly encourages applications from both groups.* **APPLICATION INSTRUCTIONS**: Applications will be accepted until the position is filled. To guarantee consideration, application materials must be post-marked by December 10, 1999. Candidates should send a letter of application addressing the applicant's position qualifications, teaching philosophy, and scholarship activity; current curriculum vita; names, addresses, and telephone numbers of at least three references; and official graduate transcripts to Dr. Valerie Whittlesey, Chair, Department of Psychology, Kennesaw State University, 1000 Chastain Rd., Kennesaw, GA 30144-5591. **GA3**

**Assistant Professor: Social Psychology**. The Department of Psychology at the **UNIVERSITY OF GEORGIA** seeks applicants for a tenure track assistant professor position to begin in August 2000. Area of specialty within social psychology is open although candidates with research programs exploring basic processes in close relationships, social motivation, or interpersonal behavior are especially encouraged to apply. The primary criteria for appointment will be demonstrated excellence or potential for excellence in research and teaching at both the graduate and undergraduate levels. UGA also encourages and supports the development of externally fundable research programs. To be given full consideration, application materials must be received by December 15, 1999 and Ph.D. must be completed or expected by date of appointment. Send vita, statement of research and teaching interests, plans and goals, pre/reprints, and arrange for three letters of recommendation for Social Psychology Search Committee, Department of Psychology, University of Georgia, Athens, GA 30602-3013. *UGA is an AA/EO employer.* **GA4**

## HAWAII

**ASSISTANT PROFESSOR IN PSYCHOLOGY. THE UNIVERSITY OF HAWAII AT MANOA** is recruiting for a 9 month Assistant Professor to begin August 1, 2000. Position No. 85450, tenure track, general funds, full time. Duties: To teach relevant undergraduate and graduate courses consistent with area of specialization, supervision of graduate student research, and development of own program of research. The College is committed to excellent teaching; we favor candidates who work collaboratively and who can contribute to multidisciplinary endeavors. Minimum Qualifications: Area of specialization in either developmental or clinical psychology. A primary focus on cultural context of behavior. Ph.D. in Psychology (for Developmental Psychology

specialization) or Ph.D. in Psychology from APA-accredited Clinical Psychology training program or foreign equivalent (for Clinical Psychology specialization), record of scholarly activities. Desirable Qualifications: Particularly interested in applicants who possess expertise in cultural perspective extending across foci (those listed above as well as social personality, community psychology). Annual salary range: \$34,644-\$51,264, salary commensurate with experience. To apply: Send cover letter outlining teaching competencies and research program, vita, reprints and preprints, three letters of references to: Search Committee, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Inquiries: (808) 956-8414. Closing Date: December 31, 1999. *The University of Hawaii is an Equal Opportunity/Affirmative Action Employer. Women, members of minority groups, veterans, and persons with disabilities are encouraged to apply.* **HII**

**ASSISTANT PROFESSOR IN BEHAVIORAL NEUROSCIENCE. THE UNIVERSITY OF HAWAII AT MANOA**, Department of Psychology is recruiting for a nine month, tenure-track Assistant Professor in Behavioral Neuroscience, position no. 82629, general funds, full-time, to begin August 1, 2000. Duties: To teach graduate course in physiological psychology and undergraduate and/or graduate courses or seminars in psychopharmacology as well as conducting an active research program in that area. The College is committed to excellent teaching; we favor candidates who work collaboratively and who can contribute to multidisciplinary endeavors. Minimum Qualifications: Ph.D. in psychology or behavioral neuroscience with research experience or academic coursework in psychopharmacology. Desirable Qualifications: Research experience and solid research publications in neuropsychopharmacology, preclinical or clinical psychopharmacology and an interest in animal or human models of psychopathology. Interest in ethology (animal or human) and in ethopharmacology or animal models (depression, anxiety, panic, or nootropics). Annual salary range: \$34,644 - \$51,264, salary commensurate with experience. To apply: Send vita, a statement of research and training interests, three letters of recommendation, and relevant articles or reprints to R. J. Blanchard, Ph.D., Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Inquiries: (808) 956-8004. Closing Date: December 31, 1999. *The University of Hawaii is an Equal Opportunity/Affirmative Action Employer. Women, members of minority*

## The University of Chicago Graduate School of Business

The University of Chicago Graduate School of Business is seeking to hire tenure track faculty with interests in the areas of decision making, negotiations, social psychology, 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: Deputy Dean for Faculty, M.O.B. Recruiting, Graduate School of Business-Ro 105, University of Chicago, 1101 E. 58th St., Chicago, IL 60637.

To guarantee full consideration, all materials must be received by December 1, 1999.

*The University of Chicago is an equal opportunity/affirmative action employer.* IL4

groups, veterans, and persons with disabilities are encouraged to apply. HI2

### IDAHO

The Department of Psychology at **BOISE STATE UNIVERSITY** invites applications for two (2) tenure-track positions at the **ASSISTANT PROFESSOR** level, beginning the Fall 2000 semester. Applicants are required to have an earned doctorate by August 15, 2000. Applicants should have an interest in and potential for excellence in university-level teaching, and a demonstrated commitment to scholarly research. Both candidates will be expected to teach large General Psychology sections. One position will have a central focus on Human Learning theory and research; that candidate will teach a senior level Learning course. The other position is in Social Psychology; that candidate will teach a senior level course in Social Psychology. Secondary teaching interests for both candidates include but are not limited to: Personality and Industrial/Organizational Psychology. Applications must be received by December 1, 1999 to be assured consideration. Please send a curriculum vita, a cover letter outlining your qualifications and interests, copies of preprints or reprints, and three letters of reference to: Faculty

Search Committee, Department of Psychology, Boise State University, 1910 University Drive, Boise, ID 83725. *Boise State University is an Affirmative Action/Equal Opportunity employer.* ID1

The **UNIVERSITY OF IDAHO** Department of Psychology is seeking to fill a tenure-track, Human Factors/Experimental Psychologist starting August 2000. More detailed information is available at <http://www.uidaho.edu/LS/Psych/hfad.htm>. Review of candidates will begin no earlier than December 15, 1999 and will finish when the position is filled. Submit a cover letter, CV, evidence of teaching skill, (p)reprints, teaching and research interests, a list of research equipment needs, 3 letters of recommendation, and 5 references to Dr. Steven E. Meier, Search Committee Chair, Department of Psychology, University of Idaho, Moscow, ID 83844-3043. *AA/EEO.* ID2

### ILLINOIS

Faculty Position In Cognitive Studies Within Psychology. The Department of Psychology at **NORTHERN ILLINOIS UNIVERSITY** anticipates making an assistant professor level tenure track appointment for Fall 2000. Successful candidates will have a Ph.D. in psychology, cognitive science,

or a related field at time of appointment and a research program focus on higher-order cognitive processing within language and/or thinking. Experience using a computational or neuropsychological modeling approach is desired. Requirements include relevant 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 specialty 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. This position is part of a new multidisciplinary initiative in Cognitive Studies within the College of Liberal Arts and Sciences that is intended to facilitate and strengthen multidisciplinary collaboration in research and teaching/learning among faculty and students. Northern Illinois University is a doctoral-granting, research university with high priority on the integration of research and teaching and on the improvement of undergraduate education. This new multidisciplinary initiative will initially include newly hired faculty within Anthropology, Computer Science, Linguistics (English), and Psychology whose expertise reflects the intersecting interests of these four departments in exploring the interdisciplinary implications of cognitive science. We are seeking faculty members in each of these disciplines who can develop a coordinated, coherent program in cognitive studies with an integrated curriculum and programs of research that involve undergraduate as well as graduate students. A highly desirable attribute that we seek is for overlapping or complementary programs of research among the candidates for these positions as well as a willingness to work collaboratively in the development of a general education course in cognitive studies. This program will expand over subsequent years to include other departments in the college and lead to a multidisciplinary graduate emphasis as well. 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: The Cognitive Studies Search Committee, Office of the Dean, College of Liberal Arts and Sciences, Northern Illinois University, DeKalb, IL 60115. For full consideration, the above materials should be postmarked by December 1, 1999. *AA/EEO.* IL1

Faculty Positions. The Department of Psychology at **NORTHERN ILLINOIS UNIVERSITY** anticipates making the following tenure track appointments for Fall 2000—**Rank Open** with preference for candidates at the Associate to Beginning Full Professor level: **Clinical**—Contact Dr. Steve Gold. Research specialty in an area of family violence or sexual assault, an established record of grant support and teaching interests in an undergraduate clinical laboratory course or a graduate assessment course preferred. The successful candidate may also serve as a core faculty member in the Center for the Study of Family Violence and Sexual Assault. **Social**—Contact Dr. Charles Miller. Research specialty in social cognition preferred. Requirements include the Ph.D. in psychology at time of appointment 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 specialty area, and serve as role models for Ph.D. students in a department that values research, teaching, and practice. A letter of application, curriculum vita, at least three letters of recommendation, reprints/preprints, 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 postmarked by December 1, 1999. *AA EEO.* IL2

**THE UNIVERSITY OF CHICAGO**, Department of Psychology, is seeking faculty whose area of specialization is experimental social psychology. The Department is committed to building a quality social psychology program. Applications are welcome at the advanced assistant, associate, or full professor levels. Applicants should have a strong program of ongoing research. Please send vita, statement of research interests, representative publications, and letters of reference by January 15, 2000 to John T. Cacioppo, Social Psychology Search Committee, Department of Psychology, University of Chicago 5848 S. University Avenue, Chicago, IL 60637. *The University of Chicago is an affirmative action equal opportunity employer.* IL3

**Social Psychology.** The Department of Psychology at the **UNIVERSITY OF ILLINOIS AT CHICAGO** is seeking to hire an outstanding full-time, tenure track social/personality psychologist beginning August 2000. Rank and area of specialization within so-

cial/personality psychology are open, although we want to especially encourage high profile and nationally visible senior candidates to apply. Senior applicants should have an established record of conducting highly valued research and obtaining external funding. Junior applicants must have completed their Ph.D. and demonstrated the ability to develop a productive research program. Responsibilities will also include teaching undergraduate and graduate courses and supervision of students theses and dissertations. Salary is competitive and commensurate with experience. For additional information about the department and the social division see <http://www.uic.edu/depts/psch>. Located just west of the famous downtown Chicago Loop, UIC is within comfortable commuting distance of downtown and the nearby suburbs. For fullest consideration, submit a CV, copies of relevant papers, and arrange to have three letters of reference sent by **November 10, 1999** to Dr. Linda Skitka, Chair, Social Psychology Search Committee, University of Illinois at Chicago, Department of Psychology (M/C 285), 1007 W. Harrison St., Chicago, IL, 60607-7137. *Minorities and women are especially encouraged to apply. The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. IL5*

**Department of Psychology Brain and Cognitive Sciences.** The Psychology Department at **SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE** invites applications for two positions at the Assistant or Associate Professor level from individuals with research and teaching interests in human cognition. The two positions are intended to support and strengthen our newly-organized graduate program in Brain and Cognitive Sciences. (See <http://www.siu.edu/~psycho/bcs> for a program description.) (1) **Human Memory and Cognition:** Candidates for this position will be expected to share responsibility for teaching basic graduate and undergraduate courses in memory and cognition, possibly undergraduate research methods, as well as courses in their own specialty area. (2) **Cognitive Development in Infancy and Childhood:** Candidates for this position will be expected to share responsibility for teaching basic graduate and undergraduate courses in pre-adolescent development, possibly undergraduate research methods, as well as courses within their own specialty area. The Developmental position is a security-sensitive position. Before an offer of employment is made, the University will conduct a pre-employment background investigation which includes a criminal background check. For both positions, we are especially interested in candidates with exper-

tise in computational modeling (preferably neural networks) and/or cognitive neuroscience. Interest and experience with an integrated multidisciplinary approach to research area is highly desirable. Applicants must have either demonstrated potential for (Assistant Professor level) or an established record of (Associate Professor level) excellence in teaching, publication, and externally-funded research. The appointment will be made at the Assistant or Associate level to begin August 16, 2000. PhD in Psychology required. ABD applicants will be considered at an Assistant Professor appointment if all degree requirements will be met by August 16, 2000. If all requirements for the PhD are not completed by that date, 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 interests, a current curriculum vita, relevant reprints/preprints, teaching evaluations (if available), and have three letters of recommendation sent to Stephanie Clancy Dollinger PhD, Search Committee (specify Cognitive or Developmental), Department of Psychology, Southern Illinois University, Carbondale, Carbondale, IL 62901-6502. Review of applications will begin December 1, 1999, but applications will be accepted until the position is filled. All positions pend-

## BECKMAN INSTITUTE FELLOWS PROGRAM

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

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 fellowship program include the behavioral and biological sciences, chemistry, physics, and engineering.

Year 2000 Fellows will be appointed for up to 3 years, beginning as early as June 2000, and no later than December 2000. The stipend is \$44,000/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. To be eligible, the Ph.D. must have been held for no more than 4 years (i.e., received no earlier than December 31, 1995).

**APPLICATION PROCEDURE:** Application packets should be requested from: [bielefel@uiuc.edu](mailto:bielefel@uiuc.edu) or Kim Bielefeld at 217-244-5582. Please include your full mailing address.

**DEADLINE:** A postmark of no later than Friday, January 7, 2000. Announcement of Fellows on or about April 15, 2000.

IL14

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.

# 2000

ing funding approval. *Southern Illinois University, Carbondale is an Equal Opportunity/Affirmative Action Employer. IL6*

**SOCIAL/ORGANIZATIONAL PSYCHOLOGIST:** The Psychology Department of **SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE** is seeking a candidate for a tenure-track Assistant Professor position to begin in August, 2000. Applicants must possess a Ph.D. in psychology and have expertise in both Social and Organizational Psychology. All applicants should have a strong commitment to teaching and research. Responsibilities will include: teaching social, organizational, and general education psychology courses; research/thesis supervision; and advising at both the undergraduate and master's levels. Salary is commensurate with qualifications and experience. The university has 12,000 students and is located 20 minutes from downtown St. Louis, Missouri. **Review of applications will begin December 6, 1999 and remain open until a successful applicant is chosen.** Send letter of application with statement of teaching and research interests, vita, three letters of reference, and reprints/preprints to: Catherine S. Daus, Ph.D., Psychology Department, Campus Box 1121, Southern Illinois University

- Edwardsville, Edwardsville, IL 62026-1121. For further information, contact Catherine S. Daus at (618) 650-3119; e-mail at [cdaus@siue.edu](mailto:cdaus@siue.edu); or visit our website at [www.siu.edu/PSYCHOLOGY](http://www.siu.edu/PSYCHOLOGY). *Southern Illinois University - Edwardsville is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply. IL7*

**NORTHWESTERN UNIVERSITY, School of Education and Social Policy Assistant Professor in Early Child Development and School Readiness** The School of Education and Social Policy at Northwestern University is conducting a search for a tenure-track Assistant Professor with a specialty in early child development and school readiness. We seek candidates with an interest in how young children develop the cognitive skills and social competence that promote successful transitions to school. Specific interests might include family and peer interaction, teacher/provider influences on language development and cognitive processing, and the quality of interaction in early child care contexts, among other topics. Expertise in observational methodology, and an interest in programmatic and policy implications are a plus. Responsibilities will include teaching and advising in the Human Development and

Social Policy doctoral program as well as teaching in the School's undergraduate program. The position offers the opportunity for broad-based collaboration with School of Education and Social Policy faculty as well as with scholars from the Institute for Policy Research. Northwestern is located in an attractive lakefront community adjacent to Chicago. Applicants should submit a statement of research and training interests, vita, representative reprints, and three letters of recommendation to P. Lindsay Chase-Lansdale, Search Committee Chair, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston, IL 60208-2610. In order to receive full consideration, applications must be received by December 1, 1999. Starting date for the position is September 1, 2000. *Women and minorities are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States.* More information on the Human Development and Social Policy Program is available at <http://www.sesp.nwu.edu/grad/hdsp-homepage.html>. **IL8**

**NORTHWESTERN UNIVERSITY, School of Education and Social Policy Assistant Professor in Learning in Organizations** The School of Education and Social Policy at Northwestern University is conducting a search for a tenure-track Assistant Professor with a specialty in learning in organizations. We seek candidates with an interest in how knowledge is developed and communicated in organizations and the way in which organizational environments can support learning and change. Specific interests might include design and study of technological support for organizational change, effects of rapid change in workplace environments, the evolution and diffusion of innovation in corporate and other organizations. Given the interdisciplinary nature of the School, candidates are encouraged to apply who come from perspectives including but not limited to: organizational studies, information sciences, cognitive science, management science, anthropology, or social psychology. Responsibilities will include graduate teaching and advising in the Learning Sciences Program as well as teaching in the School's undergraduate program in Learning and Organizational Change. The position offers the opportunity for broad based collaboration with School of Education and Social Policy faculty as well as with scholars from Cognitive Science and the Kellogg Graduate School of Management. Northwestern is located in an attractive lakefront community adjacent to Chicago. Applicants should submit a statement of research and

training interests, vita, representative reprints, and three letters of recommendation to Allan Collins and James Spillane, Search Committee Co-Chairs, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston, IL 60208. In order to receive full consideration, applications must be received by January 7, 2000. Starting date for the position is September 1, 2000. Minorities and women are strongly encouraged to apply. *Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States.* **IL9**

**MONMOUTH COLLEGE, Department of Psychology:** seeks applications for a tenure-track Assistant Professor of Psychology starting August 2000. Ph.D. preferred, ABD required. Area of specialization within Experimental Psychology is open. Commitment to undergraduate teaching is a must at our liberal arts college of 1050 students. **Teaching Responsibilities include:** Research Methods, Introductory Psychology, courses in specialty area and other courses in the major. Expectations also include involving students in research projects, advising students, and contributing to interdisciplinary courses and programs, such as the General Education program. *Monmouth College, an equal opportunity employer, is committed to diversity and encourages applications from women and minority candidates.* Send letter of interest, curriculum vita, a statement of teaching philosophy and evidence of effective teaching, and three letters of reference to Michael McNall, Director of Personnel, Monmouth College, Monmouth, Illinois 61462. For full consideration, applications should be received by November 15, 1999, although review of applications will continue until the position is filled. **IL10**

**THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF ILLINOIS AT CHICAGO** invites applications for a tenure-track/tenured academic year, faculty position at any rank, beginning August, 2000. Applicants with any of the following areas of research interests will be considered: **1) Psychology and Law, within any area of Psychology (e.g., Clinical, Social, Cognitive, Community); or 2) Clinical Psychology, with a focus on developmental psychopathology.** Desirable junior candidates will have completed the Ph.D., demonstrated potential to develop a productive research program and show promise for grant-supported research. Desirable senior candidates will be intellectual leaders who attract external support for their research. Responsibilities of all applicants will

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## SOCIAL PSYCHOLOGIST

Tenure-track position in Psychology at assistant or associate level beginning September, 2000. Primary responsibilities include teaching undergraduate courses in methodology and statistics; thus strong quantitative skills are essential and should be evidenced in candidates' applications. Ideal candidate would have expertise and interest in teaching undergraduate and graduate courses in social, personality, and/or cognition. Candidate will be expected to have and maintain active research program, ideally one that involves graduate and undergraduate students.

DePaul University offers competitive salaries, best-in-class benefits including: life, medical (Blue Cross, Blue Shield), dental, retirement plan, generous vacation plan, and full tuition assistance for yourself and dependents. For immediate consideration, send C.V., three letters of reference, recent publications and manuscripts, and statement of research and teaching interests to: **Search Committee, Department of Psychology, DePaul University, 2219 N. Kenmore Ave., Chicago, IL 60614-3504.** Review of applications begins January 15 and continues until position filled. DePaul's faculty value diversity and serve a diverse student body; candidates of color are particularly encouraged to apply. DePaul is committed to diversity and equality in education and employment.

[www.depaul.edu/~hr/](http://www.depaul.edu/~hr/)

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IL15

include teaching undergraduate and graduate courses, and supervising graduate student theses and dissertations. Applicants with Psychology and Law interests will be expected to contribute to a growing program of research in Psychology, law, and public policy. Applicants within clinical psychology will be expected to have completed an APA-accredited internship. Licensure or license-eligibility is desirable. Salary is competitive and commensurate with experience. The department has an APA-accredited clinical program with research strengths in health psychology, smoking cessation and prevention, addictive behaviors, HIV-prevention, emotion, eating disorders, and community-based interventions for high risk youth. This research is facilitated through close ties with the medical center, the Health Research and Policy Centers, and the Institute on Disability and Human Development. The department also offers a minor in Psychology and Law. Related faculty research interests include legal decision making, children's eyewitness testimony, child abuse, violence against women, and distributive and retributive justice. Research collaborations have included colleagues from various UIC departments (e.g., Criminal Justice, Psychiatry, Institute for Juvenile Research) and Chicago area courts and agencies. To learn more

about our department, please visit our web page at <http://www.uic.edu/depts/psch>. For full consideration, applicants should send a cover letter describing their research interests, a vita, reprints and at least three letters of recommendation by January 3, 2000 to Robin Mermelstein, Ph.D., Chair Search Committee, Department of Psychology, University of Illinois at Chicago, 1007 W. Harrison, Chicago, IL 60607. *UIC is an affirmative action/equal opportunity employer.* **IL11**

**Department of Psychology SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE** anticipates a tenure track position as Assistant Professor in Clinical Psychology, beginning August 16, 2000. This position requires teaching a mix of undergraduate and graduate courses, notably supervising adult, child, and/or family practice. Scholarly productivity is expected, although area of research is open. Opportunities for clinical work and research exist at SIUC's interdisciplinary Clinical Center. Candidates who have one year or postdoctoral clinical experience and/or who show promise for obtaining external research funding will be especially attractive. Applicants should have earned their doctoral degree, or anticipate earning their degree, from an APA



## DEPARTMENT OF PSYCHOLOGICAL SCIENCE BALL STATE UNIVERSITY MUNCIE, INDIANA

Two tenure-track assistant professor positions in clinical psychology and one tenure track assistant professor position in cognitive development available August 18, 2000.

The Department offers an undergraduate major and minor in psychology as well as masters programs in clinical psychology and social-cognitive processes. The University emphasizes a "teacher-scholar" model. Excellence in both teaching and research are expected and rewarded.

**Clinical Psychology (2 positions):** Responsibilities: teaching graduate classes in assessment, psychotherapy, and abnormal psychology and undergraduate classes in abnormal psychology, applied behavior analysis plus other classes based on interests. **Minimum qualifications:** completed ABD for degree in clinical or counseling psychology by September 1, 2000; completed one year APA approved internship in clinical psychology by September 1, 2000. **Preferred qualifications:** Ph.D. in clinical or counseling psychology; experience in teaching college or university classes; research which has led to publications in professional journals; demonstrated interest and expertise in diversity issues; interest in teaching systematic psychology or psychopharmacology.

**Cognitive Development:** Responsibilities: teaching graduate and undergraduate classes in developmental psychology and cognitive psychology plus other classes according to interest. **Minimum qualifications:** completed Ph.D. in developmental psychology with an emphasis on cognitive development by August 1, 2000. **Preferred qualifications:** Ph.D. in developmental psychology with emphasis on cognitive development; experience teaching college or university classes; research which has led to publications in professional journals; demonstrated interest and expertise in diversity issues; interest in teaching systematic psychology.

Send letter of application, vita, three letters of recommendation, and reprints of any other supporting material to:

David Hines,  
Department of Psychological Science  
Ball State University  
Muncie, IN 47306

Review of applications will begin December 15, 1999 and will continue until the position is filled. ([www.bsu.edu](http://www.bsu.edu))

*Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.*

IN4

accredited Clinical Psychology program with an APA-accredited internship before August 16, 2000. If all requirements for the PhD are not completed by that date, a one-year term appointment will be offered at the rank of instructor. This is a security-sensitive position. Before an offer of employment is made, the University will conduct a pre-employment background investigation that includes a criminal background check. Send cover letter, vita, reprints, teaching evaluations (if available), and have three letters of recommendation sent to David L. DiLalla, Ph.D., Department of Psychology, Southern Illinois University, Carbondale, IL 62901-

6502. Closing date is December 31, 1999 or until an acceptable candidate is found. This position is pending funding approval. *Southern Illinois University is an equal opportunity/affirmative action employer.* IL12

**COGNITIVE PSYCHOLOGIST, LAKE FOREST COLLEGE.** Applications are invited for a continuing appointment at the assistant professor level, beginning August 2000. We seek a colleague with broad interests in psychology. Candidate's specialty within cognitive is of less concern to us than is an enthusiasm for undergraduate teaching and interest in laboratory

teaching, some of which involves computer applications. We seek someone who will be active in research, while engaging selected undergraduates as coinvestigators. Teach three courses each semester, including Cognitive Psychology once a year. Depending on interests, other courses that may be taught include Introduction to Psychology, sections of Introductory Psychology Laboratory, Sensation & Perception, Research Methods & Statistics (with computer laboratory), Tests & Measurement, Learning & Memory, and possibly an advanced course in your specialty. Typical class sizes range from 15 to 30 students; departmental FTE is 6.5. Lake Forest College is a selective liberal arts college with about 1200 students and 90 faculty FTE, located 30 miles north of downtown Chicago. There is considerable one-on-one interaction with students and considerable opportunity for good interdisciplinary interactions with colleagues. *Applications from minorities and women are actively encouraged.* Applicants should send a c.v., statement about teaching and research interests and experience, recent publications or manuscripts in press, and three letters of recommendation, by December 10, to Robert B. Glassman, Chair, Department of Psychology, 555 North Sheridan Road, Lake Forest College, Lake Forest, IL 60045-2399. IL13

The Cognitive Neurology and Alzheimer's Disease Center of NORTHWESTERN UNIVERSITY is seeking, at the post-doctoral and junior faculty levels, cognitive neuroscientists to join a multidisciplinary Brain Mapping Group. The successful candidates will conduct research on cognitive functions in normal subjects and patient groups. The Center includes an active functional magnetic resonance imaging program, a psychophysics and eye movement laboratory, an Alzheimer's Disease Clinical Core, and a Behavioral Neurology clinic. Level of appointment commensurate with experience. Send letter of interest outlining experience, research goals, and CV to: M-Marsel Mesulam, M.D., Northwestern University, 320 E Superior Street, Searle 11-453, Chicago, IL 60611, [mmesulam@nwu.edu](mailto:mmesulam@nwu.edu). IL16

**Developmental Psychologist.** The Department of Psychology at ILLINOIS WESLEYAN UNIVERSITY is seeking a tenure-track assistant professor (Ph.D. required) with a specialization in developmental psychology who can also contribute to a proposed Cognitive Science minor program. Desirable areas of specialization include cognition, perception, or language. Teaching responsibilities include developmental psychology, introductory psychology, junior/senior

topical seminars and courses in the all-University General Education program. The ability to teach an interdisciplinary introductory cognitive science course is also desirable. Faculty are expected to maintain an active research program that emphasizes student involvement. The Department of Psychology is located in a new \$25 million science building equipped with excellent laboratory facilities. Illinois Wesleyan is a highly selective, private, undergraduate liberal arts college. Review of applicants will begin on December 15<sup>th</sup> and continue until the position is filled. Interested candidates should submit a vita, a description of research and teaching interests, course evaluations if available, and three letters of recommendation to Professor Doran French, Chair of Psychology, Illinois Wesleyan University, P.O. Box 2900, Bloomington, IL 61702. *Illinois Wesleyan is an Equal Opportunity Employer.* For more information about IWU and the surrounding community, visit our web page at—<http://www.iwu.edu/~iwujobs>. IL17

**UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN** invites applications for a tenure-track position in Social Psychology. Outstanding candidates at any level will be considered, but we are most likely to hire an Associate or recently promoted Full Professor. Applicants may submit vita, statements of research and teaching interests, and arrange for three letters of recommendation to Social Search Committee, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820. The position begins August 21, 2000 (Ph.D. required). To insure full consideration, materials should be received before January 15, 2000. Salary is dependent upon experience and qualifications. Nominations of candidates and inquiries may be directed to Gerald L. Clore ([g-clore@uiuc.edu](mailto:g-clore@uiuc.edu)). *The University is an Equal Opportunity Employer.* IL18

**Psychology NORTH CENTRAL COLLEGE** invites applications for a tenure-track position in Psychology at the assistant or associate professor level beginning Fall, 2000. Ph.D. required by September, 2000. Applicants should have a strong commitment to excellence in teaching and continuing scholarly activity. Although the specialty area is open, we are seeking an individual with interests in cross-cultural issues. The successful candidate will be expected to teach courses in general psychology, some combination of developmental, social, and experimental psychology and to direct students in undergraduate research or internships. North Central College, located in Naperville, 30 miles west of Chicago is a comprehensive four year college. To apply, send vita, a

statement of teaching philosophy, a graduate transcript, and three letters of recommendation to Dr. Karl Kelley, Chair of Search Committee, c/o Academic Affairs Office, North Central College, P.O. Box 7063, Naperville, IL 60566-7063. For more information, please visit our web site at <http://www.nocrl.edu/acad/majors/psych/psychome.htm>. Review of applications begins January 3, 2000 and will continue until the position is filled. *Women and minorities are encouraged to apply. EOE. IL19*

## INDIANA

The Department of Psychology at **INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)** invites applications for a tenure-track faculty position at the Assistant or Associate Professor level in clinical, rehabilitation, or health psychology. Responsibilities will include graduate and undergraduate teaching, supervision of graduate student research, involvement in our APA-accredited clinical rehabilitation psychology program, and an active program of research in a health-related area. Our clinical rehabilitation program has a strong scientist-practitioner focus and emphasizes chronic health conditions (severe mental illness, neurological impairment, etc.) across the life span. The department has 27 full-time faculty members, 450 undergraduate majors, and graduate programs in industrial/organizational psychology (MS), psychobiology (Ph.D.), and clinical rehabilitation psychology (MS; Ph.D.). IUPUI has 27,000 students and the campus includes programs in the arts and sciences, medicine, nursing, and law. Information about the department and IUPUI is available at: <http://www.psynt.iupui.edu>. A Ph.D. in psychology and eligibility for licensure in Indiana are required. Applications should be submitted by December 15, 1999. Salary is competitive and start-up funds are provided. Send vita, copies of relevant publications, and arrange to have three letters of reference sent to Chair, CRP Search Committee, Department of Psychology, 402 N. Blackford Street, Indianapolis, Indiana 46202-3275. *IUPUI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. IN1*

The Department of Psychology at **INDIANA UNIVERSITY, BLOOMINGTON**, seeks applicants for a tenure-track position at the Assistant Professor level in the area of cognitive neuroscience to begin in August, 2000. Candidates should provide evidence of excellence in research and be strongly committed to teaching at both the undergraduate and graduate levels. Applicants should submit their vi-

tae, reprints or preprints of relevant papers and arrange to have three letters of reference sent to: Professor Joseph E. Steinmetz, Chair, Department of Psychology, Indiana University, 1101 E. 10th Street, Bloomington, IN, 47405-7007. Deadline for applications is January 15, 2000. *Applicants from women and minority candidates are encouraged. Indiana University is an Affirmative Action/Equal Opportunity Employer. IN2*

**WABASH COLLEGE** seeks candidates for a tenure-track assistant professor in Psychology beginning Fall, 2000. Ph.D. required. Candidates are expected to have a strong commitment to undergraduate teaching in a liberal arts environment. Research specialty is open, but candidates should be able to develop a research program that involves undergraduates and can be conducted at Wabash. The teaching load is 3 courses per semester and will include introductory psychology, core content courses (a body of knowledge considered a major component of psychology), advanced courses (explore a psychology topic in depth), and occasional participation in an all-college course. The candidate should be prepared to offer a core course in some aspect of cognition and in another area that expands current departmental offerings—continuing faculty provide core courses in Sensation & Perception, Developmental, Abnormal, and Physiological Psychology. We are happy to consider core courses that include a laboratory. The content of "advanced" courses is open; one such course might include a component involving collaborative research in the instructor's specialty area. The position provides supplemental summer salary and a research stipend during the first two years. A generous professional travel fund is available. Wabash is a liberal arts college of 850 men with an outstanding academic reputation. The psychology department has five faculty, 20-30 majors/year. Application deadline is January 17, 2000. Candidates should submit a statement describing (1) the core and advanced courses they could teach and how these courses fit the department's curriculum (see <http://www.wabash.edu/kane/bulletin/>), and (2) the research program they intend to develop and how it will involve undergraduates. These should be sent with a curriculum vitae, undergraduate and graduate transcripts, and three letters of recommendation (which speak to the candidate's teaching ability whenever possible) to Carl Thompson, Chair, Psychology Search Committee, Wabash College, PO Box 352, Crawfordsville, IN 47933. Phone (317)364-4332; FAX (317)364-4295; E-mail [Thompsoc@wabash.edu](mailto:Thompsoc@wabash.edu). *Applications from women and minorities are encouraged. EOE. IN3*

**SOCIAL PSYCHOLOGY: INDIANA UNIVERSITY SOUTH BEND (IUSB)** invites applications for a tenure-track appointment at the assistant professor level in social psychology for the fall of 2000. Outstanding candidates in all areas of social psychology will be considered and those with expertise in **applied social psychology** would be especially welcome. The successful applicant will be expected to maintain a vigorous program of research and to contribute to undergraduate teaching and to a master's program in applied psychology. The teaching load is three courses per semester. Salary and benefits are competitive. Candidates must have Ph.D. completed, or completion anticipated with initial appointment as lecturer until completion of Ph.D. Review of applications will begin December 6, 1999 and will continue until the position is filled. Send a letter of interest, vita, a statement of teaching and research interests and three letters of reference to: Frank Fujita, Chair, Social Psychology Search Committee, Department of Psychology, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, IN 46634. *IUSB is strongly committed to achieving excellence through cultural diversity. The university especially encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other underrepresented groups. IUSB is an Affirmative Action/Equal Opportunity Employer. IN5*

**PSYCHOLOGY - SEARCH REOPENED - THE UNIVERSITY OF SOUTHERN INDIANA** invites applications for a tenure track position as Assistant Professor of Psychology beginning Fall 2000. Teaching responsibilities include lifespan development, personality, and introductory psychology. Must demonstrate strong commitment to teaching, ability to supervise undergraduate research. PhD in Developmental Psychology required. The University is committed to excellence in teaching, scholarship and professional activity, and service to the University and the community. Application deadline is December 30, 1999, but extended until position filled. Women/minorities encouraged to apply. Submit letter of application, curriculum vitae, and three professional letters of reference to: Dr. Charles Meliska, Chair, Psychology Department, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. *AA/EOE. IN6*

## IOWA

**COGNITIVE PSYCHOLOGY, FULL PROFESSOR AND TENURE-TRACK ASSISTANT PROFESSOR:** The Psychology Department at **IOWA STATE UNIVERSITY** invites applications

for two tenure-track (tenured) positions in any area of Human Cognitive Psychology to begin August 2000. One position is designated at the rank of Full Professor and one is designated at the rank of Assistant Professor. (Applicants at the rank of Associate Professor might also be considered). Additional hiring in cognitive psychology is planned in the near future, as the department is committed to enhancement of the cognitive area. The Department is also hiring in Counseling Psychology this year (see separate ad). A research-friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career. **Review of applications will begin November 20th and continue until the position is filled.** Send a cover letter describing research and teaching interests, vita, relevant (p)reprints and three letters of reference to: Veronica J. Dark, Chair of the Cognitive Search Committee, Department of Psychology Iowa State University, Ames, IA 50011-3180. *Iowa State University is an Affirmative Action/Equal Opportunity Employer.* [<http://psychserver.iastate.edu/>] **IA1**

**IOWA STATE UNIVERSITY COUNSELING PSYCHOLOGY:** The Department of Psychology has targeted the Counseling Psychology program for expansion based on its commitment to excellence. We now initiate this process by inviting applications for **TWC** positions in our APA-accredited program in counseling psychology to begin in August 2000. The first is a **tenure-track assistant professor** position, and the second is a **tenured associate or full professor** position. The department is also hiring in cognitive psychology this year (see separate ad). A research-friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career in our supportive and growing program. The counseling psychology program works closely with the Student Counseling Service and its APA-accredited predoctoral internship. Additional research and grant opportunities are available through affiliation with the Institute for Social and Behavioral Research, the Office of Precollegiate Program for Talented and Gifted, the Center for Women in Politics, and any of the four ethnic studies programs on campus. Candidates in all areas of counseling psychology are invited to apply. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be license-eligible. **Review of applications will begin November 26th and continue until the position is filled.** Send a cover letter describing research and teaching interests, vita, relevant (p)reprints, and have

three letters of references sent to Lisa Larson, Chair of the Counseling Search Committee, Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3180 (lmlarson@iastate.edu) (<http://psych-server.iastate.edu>). Iowa State University is an Affirmative Action Equal Opportunity Employer. IA2

**THE UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY:** invites applications for a **TENURE TRACK POSITION IN DEVELOPMENTAL PSYCHOLOGY** at the Assistant Professor level beginning Fall, 2000. Qualifications include: an earned Ph.D. in developmental psychology (advanced ABDs will be considered), strong methodological skills, and evidence of potential research productivity and teaching excellence. All areas of developmental psychology will be considered, but we are especially interested in applicants with expertise and evidence of continuing commitment to empirical research in the areas of social development or adolescence. Salary is commensurate with qualifications and experience. The successful applicant will teach undergraduate courses in developmental psychology, research methods and/or statistics, as well as in areas of research interest. There will also be opportunities for teaching graduate courses and thesis supervision in a rigorous M.A. program in psychology. The University of Northern Iowa is one of three state-supported universities in Iowa; it has an enrollment of approximately 13,000 students and 700 faculty, and emphasizes quality undergraduate teaching. The Department of Psychology consists of 15 Ph.D.-level faculty members representing all major areas of psychology; there are approximately 400 undergraduate psychology majors and 25 full-time graduate students. Applicants should send a letter of interest, curriculum vitae, three letters of reference, and reprints/preprints to: Andrew R. Gilpin, Ph.D., Chair, Developmental Search Committee, Department of Psychology, University of Northern Iowa, Cedar Falls, IA 50614-0505 (e-mail: [andy.gilpin@uni.edu](mailto:andy.gilpin@uni.edu)). **APPLICATIONS MUST BE RECEIVED BY JANUARY 7, 2000, TO BE GIVEN FULL CONSIDERATION.** The department encourages applications from minority persons, women, persons with disabilities, and Vietnam era veterans; the University of Northern Iowa is an inclusive academic community, hospitable to all. UNI is an equal opportunity employer with a comprehensive plan for affirmative action. IA3

## KANSAS

**Assistant Professor in Quantitative Psychology, UNIVERSITY OF KANSAS.** The Department of Psychology seeks applications for a tenure track position to begin August 18, 2000. To qualify, the candidate should have a Ph.D. in psychology or related field, ability to teach graduate level statistics (GLM approach), experience in analyzing psychological data and demonstrable expertise in quantitative psychology. An applicant who can teach a range of quantitative courses, such as multivariate analysis, statistics, IRT, mixed models, or structural equation modeling, and who shows potential for high-quality research in psychology that complements current research activity in the department is preferred. Send curriculum vitae, three letters of reference, statement of quantitative experience and of research and teaching interests, and representative reprints/preprints to Susan Embretson, Quantitative Search Committee, Department of Psychology, University of Kansas, Lawrence, Kansas 66045. Review of materials will begin on January 10, 2000, and will continue until the position has been filled. Women and minorities are especially encouraged to apply. *The University is an EO/AA employer.* Position is contingent on final budgetary approval. KS1

**PHYSIOLOGICAL PSYCHOLOGIST:** Assistant Professor (non-tenure track - 5 year maximum) for Fall 2000 at **FORTHAYS STATE UNIVERSITY.** Doctorate preferred, ABD considered. Courses to be taught include General, Physiological (with a lab), Experimental Psychology Lab, and other courses that reflect the needs of the department and interests of the applicant (e.g., Drugs & Behavior, Ethology). Faculty are expected to establish and maintain a program of scholarly/creative activity. Send 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, PhD, Search Committee, Department of Psychology, Fort Hays State University, 600 Park Street, Hays, KS 67601-4099. Inquiries can be made at (785) 628-4405 or [rmarkley@fhsu.edu](mailto:rmarkley@fhsu.edu). Further information about the department and the university can be found at [www.fhsu.edu/psych/](http://www.fhsu.edu/psych/) Applications should be received by January 14, 2000 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, and disabled, and veterans are encouraged to apply.* KS2

## KENTUCKY

**FACULTY POSITION DIRECTOR—CHILD DEVELOPMENT UNIT** The Department of Pediatrics, **UNIVERSITY OF LOUISVILLE** School of Medicine, invites applications for Director of the Child Development Unit. This research section of Pediatrics includes the internationally recognized, longitudinal LOUISVILLE TWIN STUDY, which has been supported continuously by extramural research funding since 1957 and has contributed significantly to the fields of child development and developmental behavioral genetics. The directorship is a 12 month, tenured Professor faculty position with salary negotiable and subject to administrative approval. Applicants must have a doctorate degree in psychology or related field as well as an outstanding record of past and current extramural research funding and publication in human behavioral development. Proven administrative ability and research interests complementary to those of currently funded faculty are particularly desired. Major research activities within the Child Development Unit currently include: a) continuation of the long-term program to track behavioral development for a large number of twin-sib families from infancy to adulthood; b) data analyses to determine the genetic and environmental origins of individual differences in behavioral development; c) studies of twin neonates; and d) a large, currently funded research program to map quantitative trait loci that contribute to developmental variability. The primary responsibilities of the Director include representing the Child Development Unit for university administrative activities and purposes, monitoring and coordinating operations within the Unit, developing new research initiatives, and fostering collaborations with other research groups, including those within the Departments of Early Childhood Education, Psychology, and Psychiatry, and the Center for Genetics and Molecular Medicine. Applications will be accepted until the position is filled by a well-qualified candidate, and should include a curriculum vitae, names and addresses of three references, and a personal statement of professional goals. Send to: Child Development Search Committee Chair, Department of Pediatrics, School of Medicine, University of Louisville, Louisville, KY 40292. *The University of Louisville is an Equal Opportunity/Affirmative Action Employer.* KY1

## LOUISIANA

**TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY,** anticipates an opening for a tenure-track **INDUSTRIAL/ORGANIZATIONAL PSYCHOLO-**

**GIST** at the beginning or advanced **ASSISTANT PROFESSOR** level starting in August 2000. The successful applicant will be expected to establish a strong research program in an area of Industrial/Organizational psychology. We would particularly like to hear from candidates who have I/O research and teaching interests in related areas of occupational health psychology such as worker health and safety training, occupational stress, safety climate, and safety performance. Teaching responsibilities include courses at the undergraduate and graduate level. The successful candidate also will have the opportunity to work closely with students and faculty in Tulane's School of Business and School of Public Health and Tropical Medicine. For information on Tulane University, interested candidates can refer to the Tulane University web site: [www.tulane.edu](http://www.tulane.edu). A letter of application, vita, reprints, and three letters of recommendation should be sent to: Dr. Michael J. Burke, Chair I/O Search Committee, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Telephone: (504) 862-3328. Fax: (504) 862-8744. Email: [mburkel@mailhost.tcs.tulane.edu](mailto:mburkel@mailhost.tcs.tulane.edu). Review of applications begins immediately and will continue until the position is filled. *Tulane University is an Equal Opportunity/Affirmative Action Employer.* LA1

The Department of Psychology at the **UNIVERSITY OF NEW ORLEANS**, a member of the LSU system, seeks established applicants at the professor level to fill the Ernest and Yvette Villere Chair for the Study of Neuroscience in our Ph.D. program in Applied Biopsychology. The successful applicant will also have an appointment in the interdisciplinary Ph.D. program in the Neurosciences, LSU School of Medicine, Neuroscience Center of Excellence. We are seeking a dedicated and successful scientist to join a rapidly developing program that includes the study of retinitis pigmentosa. We are the only psychology department in America to be awarded the maximum increase in rating quality in the last NRC ratings of graduate programs. This is an outstanding opportunity for an advanced Associate Professor or beginning Professor to move his/her research program to the next level in a department and city that is increasingly fostering excellence in the neurosciences. As lagniappe, New Orleans is a wonderful place to live! If this opportunity intrigues you and you would like to discuss it informally before deciding whether to apply, please call me at (504) 280-2778 or e-mail me at [rolson@uno.edu](mailto:rolson@uno.edu). You may also contact Dr. Nicolas Bazan, Director of the LSU Neuroscience Center of Excellence and Co-Chair of this search, at (504) 599-0832, or

email him at nbazan@lsu.edu. Otherwise, candidates should send their C.V., a statement of personal research interests and goals, and the names, addresses, and phone numbers of three references to: Richard D. Olson, Ph.D., Research Professor and Chair, Department of Psychology, University of New Orleans, New Orleans, LA 70148. *The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.* LA2

The Department of Psychology at the UNIVERSITY OF NEW ORLEANS, a member of the LSU system, seeks applicants for two tenure-track Assistant Professor positions for the Fall of 2000 in our Ph.D. program in Applied Developmental Psychology. We are seeking dedicated applied scientists whose research contributes to the program's primary emphasis in Developmental Psychopathology. The two primary considerations will be a) an applicant's scholarly potential and b) his/her ability to mentor students in conducting theory-driven research and in using this knowledge for many practical applications. Although a commitment to a developmentally-oriented approach to research and practice is necessary, applicants trained in many psychological disciplines (e.g., developmental, clinical, school, community, etc) will be considered. This is an exciting opportunity to be a part of newly redefined program in a rapidly developing department and to play an integral role in shaping the future of both. The UNO Department of Psychology was the only department in America to be awarded the maximum increase in rating quality in the last NRC ratings of graduate psychology programs. A more complete description of the department can be found in a profile published in the September 1999 APS Observer or at our web site [www.uno.edu/~psyc/](http://www.uno.edu/~psyc/). As Lagniappe, New Orleans is a wonderful place to live! If this opportunity intrigues you, and you would like to discuss it informally before deciding whether or not to apply, please contact Paul Frick at (504)-280-6012 or at pfrick@uno.edu. Otherwise, applicants should send their vita, a statement of research interests and career goals, sample reprints/preprints, and contact information for three references to: Paul J. Frick, Chair, Applied Developmental Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. *The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.* LA3

**Psychology LOYOLA UNIVERSITY** Department of Psychology invites applications for a tenure track Assistant Professor to begin August, 2000. Candidates should possess the Ph.D. in Psychology with teaching and research experience in Social Psychology preferred. The appointee will be required to teach undergraduate courses in Social Psychology, Introduction to Psychology, and History and Systems of Psychology. The appointee will be expected to supervise undergraduate research as well as develop an active research program. Loyola University is an urban, Jesuit university awarding the BA in Psychology. Teaching is a high priority with research, service, and advising also expected. Minorities, women, and physically challenged persons especially are encouraged to apply. Applicants should send a letter of application, vitae, transcripts, a statement of teaching philosophy, teaching evaluations (if available), and three letters of reference by December 10, 1999, to Dr. Mary M. Brazier, Chair, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Ave., New Orleans, LA 70118. *AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.* LA4

#### MAINE

**SOCIAL DEVELOPMENTAL PSYCHOLOGIST. BOWDOIN COLLEGE** seeks candidates for an entry-level, tenure-track position at the rank of Assistant Professor or Instructor in the Department of Psychology beginning Fall, 2000. Ph.D. preferred as well as evidence of excellence in teaching and research. Responsibilities include teaching four courses per year and supervising independent study and honors projects. Courses will include a Laboratory course in Social Development, Statistics, and two courses in the candidate's area of specialization. Bowdoin College is a highly selective undergraduate liberal arts college, located about two hours north of Boston on the coast of Maine. The college offers strong major and honors programs. Visit [www.bowdoin.edu](http://www.bowdoin.edu) to learn more about the college. To apply, send a cover letter, vita, examples of excellence in both teaching and research, and at least three letters of reference to Louisa M. Slowiaczek, Chair, Department of Psychology, Bowdoin College, 6900 College Station, Brunswick, ME 04011. Review of applications will begin December 20, 1999. *Bowdoin College is committed to equal opportunity through affirmative action. Minorities and women are encouraged to apply.* ME1

#### HEALTH SCIENTIST ADMINISTRATOR NATIONAL INSTITUTE ON AGING NATIONAL INSTITUTES OF HEALTH

The Neuroscience and Neuropsychology of Aging Program is seeking a Health Scientist Administrator (HSA), GS-601/602-13/14; salary track-PhD (\$58,027 to \$89,142), salary track-MD (\$66,344 to \$93,233 plus up to \$19,000 per annum as Physicians Comparability Allowance). Non-Federal candidates with PhD or MD may be eligible for a recruitment bonus of up to 25% of base pay. The HSA will serve in two roles in the Dementias Branch, as the Program Director for Diagnosis in the Clinical Studies program and as Assistant to the Program Director, Alzheimer's Disease Centers program. The incumbent will aid in developing the programs, defining their long-range goals, and contacting and encouraging scientists with appropriate expertise and interest to develop and submit research proposals. Practical experience in clinical diagnosis of dementias of aging and related research is required. Research experience in Alzheimer's disease is preferred. U.S. citizenship is required. For copy of application requirements- by FAX, call 1-800-728-5627, ID# 1213; by e-mail, use <http://careerhere.nih.gov/>. Refer to announcement # NIA-99-890. Contact Marian Patten, NIA Personnel Office, (301) 496-5347, with questions. Applications must be postmarked by December 31, 1999.

MD? NIH is an Equal Opportunity Employer

**COLBY COLLEGE PSYCHOLOGY** Personality and Abnormal Psychology, Assistant Professor: The Department of Psychology at Colby College invites applications for a full-time, tenure-track position in personality and abnormal psychology beginning in Fall 2000. Must have completed Ph.D. by time of appointment; teaching experience desirable. Teaching responsibilities include courses in personality and abnormal psychology and advanced courses in the candidate's specialty area; participation in our team-taught introductory psychology course; and supervision of advanced students who are conducting research in the candidate's areas of expertise. A strong background in quantitative methods and research design is required. The teaching load is five courses per year. The successful candidate will be expected to mount a generative research program on questions related to personality or abnormal behavior; a record of excellence in conducting rigorous empirical research is more important than any specific area of scholarship. Colby is a highly selective liberal arts college (with approximately 1750 students enrolled) recognized for excellence in undergraduate education and for close student-faculty interaction. The college offers a generous sabbatical policy and funds for research and professional

travel. Applicants should send a curriculum vitae, transcripts, and statements of teaching and research interests along with three letters of recommendation to: Professor William Klein, Chair, Department of Psychology, Colby College, Waterville, ME 04901. Review of applications will begin in early January and will continue until the position is filled. Information about Colby College may be obtained on the Internet at <http://www.colby.edu>. *Colby is an AA/EO employer and strongly encourages applications from women and minorities.* ME2

#### MARYLAND

**Tenure Track Positions Open in Health & Clinical Psychology** The Department of Medical and Clinical Psychology at THE UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES (USU) has two tenure track positions open. We seek outstanding researchers and educators for a department offering Ph.D. programs with two training tracks: Medical Psychology (research) and an APA-accredited Clinical Psychology program. **HEALTH PSYCHOLOGY/BEHAVIORAL MEDICINE (ASSISTANT PROFESSOR):** *Responsibilities include:* pursuing an active and fundable research program in any

area of health psychology/behavioral medicine and teaching at the graduate and medical school level. Quantitative expertise and teaching interests are strongly preferred. **CLINICAL PSYCHOLOGY (ASSISTANT/ASSOCIATE PROFESSOR):** *Responsibilities include:* pursuing an active and fundable research program in any area of psychopathology and/or health psychology/behavioral medicine, graduate teaching, and supervision of graduate student research. Candidate also will provide clinical supervision. We are a dynamic and accomplished department with excellent opportunities for pursuing cutting edge research in health psychology, clinical psychology and/or psychobiology. Competitive salaries, twelve-month positions, fully budgeted. For the **Health Psychology** position, please submit curriculum vitae and names of three references to Dr. David S. Krantz, Chairman. For the **Clinical Psychology** position, submit curriculum vitae and names of three references to Dr. Michael Feuerstein, Clinical Training Director. For either position, mail to: Department of Medical and Clinical Psychology, Uniformed Services University of the Health Sciences, 4301 Jones Bridge Road, Bethesda, MD 20814-4799. Doctorate in Psychology is required for both positions. The Search Committees will begin reviewing applications by December 15, 1999. Relocation expenses are not authorized. *AA/EEO.* Information about the Department and School is available on the World Wide Web at <http://www.usuhs.mil/mps>. **MD1**

**THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF MARYLAND AT COLLEGE PARK** has an opening for an assistant professor in its Counseling Psychology Program. The research area is open, but the person should provide evidence of research productivity, and have a clear program of research capable of attracting external support. The person hired must teach graduate courses in psychometrics and assessment, undergraduate courses, and supervise student research. Please send a CV, a statement of research and teaching interests, and arrange to have three letters of recommendation sent to Dr. Clara E. Hill, Counseling Search Committee, Department of Psychology, University of Maryland, College Park, MD 20742. *The University of Maryland actively subscribes to a policy of equal educational and employment opportunities.* For best consideration, materials should be received by 1 December 1999. **MD2**

**THE DEPARTMENT OF PSYCHOLOGY OF THE UNIVERSITY OF MARYLAND AT COLLEGE PARK** has openings for two

junior faculty positions at the Assistant Professor (tenure track) level in its Clinical Psychology Program. The Department seeks two outstanding scholars with a strong clinical science background and with evidence of programs of research capable of attracting external support. Applicants whose interests is in the development of psychopathological states, development and evaluation of treatment interventions, or the interaction of biological and psychological variables in psychopathology are of particular interest. All specialties will be considered but there is particular interest in those who focus on child externalizing disorders, health psychology, neuropsychology, or adult psychopathology. The clinical psychology program at the University of Maryland at College Park is in the process of building a scientist-practitioner program with a strong emphasis on psychopathology and empirically derived and supported intervention strategies. Thus, in addition to a program of research, the successful candidates will have the expertise and desire to provide clinical supervision of clinical students in the programs' training clinic. Other duties will include graduate and undergraduate teaching and supervision of student research. Please send a CV, a statement outlining research interest and the programmatic aspect of the research, and arrange to have three letters of recommendation sent to Dr. Samuel M. Turner, Clinical Search Committee, Department of Psychology, University of Maryland, College Park, MD 20742-4411. *The University of Maryland actively subscribes to a policy of equal educational and employment opportunities.* For best consideration, materials should be received by 1 December 1999. **MD3**

**Assistant Professor.** The Department of Psychology, **UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)** anticipates one tenure track position requiring expertise and teaching experience in statistical methods and analysis for both the graduate and undergraduate Psychology Department programs for Fall, 2000. The department is searching for an academic psychologist committed to both research and teaching in the broadly defined area of sophisticated methods of data analysis including but not limited to growth curve and structural equation modeling of longitudinal data. Content area of research interest is open but should be compatible with either the Applied Developmental or Human Services Psychology Programs (Clinical, Behavioral Medicine, Community Social) in the department. UMBC is located in the Baltimore-Washington corridor near to the University of Maryland Medical School, Johns Hopkins Medical School, NIH, and other federal re-

search agencies. These offer many avenues for collaboration. Applicants should send a statement of interest, curriculum vitae, a description of teaching and research interests, reprints and 4 letters of recommendation to: Chair, Search Committee, Department of Psychology, University of Maryland Baltimore County, 1000 Hilltop Circle, Baltimore, MD 21250. (Psydept@UMBC.edu). Processing will begin in December, 1999 and will continue until the position is filled. *Applications from women, minority group members, and individuals with disabilities are especially encouraged. UMBC is an Affirmative Action/Equal Opportunity Employer.* **MD4**

**THE JOHNS HOPKINS UNIVERSITY** Department of Cognitive Science is accepting applications for the Todd Chair in Cognitive Science. Candidates should be senior researchers with a commitment to the field of cognitive science and a record of major scholarly contributions in the area of cognitive neuroscience (broadly construed, to include functional neuroimaging, electrophysiological methods, work with brain-damaged participants, and so forth). A research focus in vision or spatial cognition is preferable, although candidates with other interests will also be considered. Please send a CV, representative reprints/preprints, and the names of four potential referees to: Cognitive Neuroscience Search Committee, Department of Cognitive Science, Krieger Hall, Johns Hopkins University, Baltimore, MD 21218-2685. Review of applications will begin immediately, and continue until the position is filled. *The Johns Hopkins University is an Equal Opportunity, Affirmative Action employer. Women and members of underrepresented minorities are especially encouraged to apply.* **MD5**

**Sensation & Perception/Behavioral Neuroscience: WASHINGTON COLLEGE** invites applications for a tenure-track position at the assistant level in the Psychology Department. The candidate will be expected to teach Sensation & Perception and an upper-level research-oriented methods course in the candidate's area of expertise as well as share responsibility for introductory and advanced courses concerning the biological basis of behavior. The Psychology Department offers a behavioral neuroscience concentration and the candidate would be expected to contribute substantially to this concentration. We offer strong support, good facilities, and capable students; our departmental goal is national visibility in undergraduate science education. Applicants must have a doctorate by August 15th 2000 in psychology or neuroscience with evidence of expertise in S & P,

evidence of successful teaching, and show strong interest in an active research program in S & P broadly defined that could include undergraduates. Applicants should send a letter of application, graduate transcripts, (p)reprints of publications, teaching evaluations and three letters of recommendation to Dr. George Spilich, Chair, Psychology Department, Washington College, 300 Washington Avenue, Chestertown MD 21620-1197. Review of applications will begin on November 1 1999 and continue until a candidate is selected. *Washington College is actively seeking to diversify its faculty and is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.* Visit our internet site: <http://www.washcoll.edu>. Chestertown is a historic colonial town on Maryland's Eastern Shore in close proximity to Baltimore, Philadelphia and Washington, D.C., <http://www.chestertown.com>. **MD6**

Postdoctoral Research Fellowships **SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS** Postdoctoral human research fellowships in a stimulating and productive environment with excellent resources. Prepares for a career as independent investigator. **HUMAN LABORATORY STUDIES**-behavioral and clinical pharmacology of abused drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and anti-drug-abuse medications development. Opioids, cocaine, anxiolytics, caffeine, nicotine. **CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS**-controlled evaluations of pharmacotherapies and behavior therapies (esp. incentive-based therapies), and their interactions. Opioid, cocaine, nicotine, mixed/other dependence. Start Date: Flexible; some immediately. *Eligibility: U.S. citizens or permanent residents. Minorities encouraged.* Appropriate for experimental, physiol, biopsych, neuroscience, clinical. Stipends: USPHS/NIH stipend levels \$26-41K. Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035; [bigelow@jhmi.edu](mailto:bigelow@jhmi.edu). **MD8**

**Department of Human Development, UNIVERSITY OF MARYLAND COLLEGE PARK** Developmental Psychology: Assistant Professor—Two Positions The Department of Human Development at the University of Maryland, College Park is seeking two individuals at the level of Assistant Professor in the area of Develop-

mental Psychology with an emphasis in the biological bases of behavior. Candidates should have a strong background and expertise in Developmental Psychology, Child Development or Human Development, as well as in the study of biological systems related to the behavior and development of infants and children. Expertise might include functional neuro-imaging, use of EEG or autonomic responses, study of the HPA axis or the interaction of the nervous and immune systems. Candidates are expected to have a focused research program, a record of outstanding publication, and clear potential for extramural funding. Candidates are expected to teach graduate and undergraduate courses. The positions are available September 1, 2000. Salaries and benefit packages are competitive with other leading universities. **Position 1:** Developmental Psychopathology with a research orientation in the biological bases of behavior. Background in the study of atypical populations, clinically referred children, or maladaptive behaviors in children. Examples of such work include the use of cortical evoked potentials to understand cognitive and perceptual processes in autistic children or the study of the biological underpinnings of aggression in children. **Position Number 2:** Developmental Psychology with a research orientation in the biological bases of behavior. The individual may have interests in social, cognitive, or emotional development and study these issues from a biological perspective. Examples of such work include the use of neuroimaging to study the development of executive functioning, the neural bases of language development, or the role of the stress hormones in the development of attachment relationships and extra-familial relationships. **The Department:** The Department of Human Development comprises 21 faculty members who represent a broad range of disciplines including social, emotional, and personality development, biological bases of behavior, cognition and learning, motivation and the development of the self system, social cognition, and the roles of cultural variations and contextual effects on development and learning. Within the Department there is a specialization in Developmental Science which provides leadership nationally and internationally in the psychobiological and social influences on human development. As well, there is a specialization in Educational Psychology that is highly ranked for its research productivity in the areas of school learning, reading, and motivation. Faculty members in both specializations are funded by the National Institutes of Health, the National Science Foundation as well as private foundations. The University of Maryland

is in close geographic proximity to the National Institutes of Health and many of the faculty in the Department of Human Development have close collaborative relationships with scientists at NIH. Possibilities exist for candidates to link with laboratories at NIH for joint research initiatives. *We encourage applications from minority candidates, women and persons with disabilities. The University of Maryland is an equal opportunity, affirmative action employer, and is dedicated to increasing diversity of its faculty through hiring and retention of minorities, women, and persons with disabilities.* Candidates should send their Curriculum Vitae, one or two publications and three letters of recommendation to: Professor Nathan A. Fox, Department of Human Development, University of Maryland, College Park, MD 20742. Inquiries may be made to: nf4@umail.umd.edu. For best consideration, applications should be received by December 15, 1999. **MD9**

**MOUNT SAINT MARY'S COLLEGE** Developmental/Cognitive; Tenure-track position at the Assistant Professor level. Teach Child Development, Adult/Aging, Experimental Cognition with lab, General, personal area of interest, and supervise senior research projects. Secondary interests in sensation/perception and/or research methods and statistics a definite plus. High quality teaching is primary with student-involved research activity an important consideration. Ph.D. required, but will consider active ABD candidates. The Department of Psychology has four faculty and newly expanded and renovated office and lab space in the science building. Lab space includes social/developmental processes, human psychophysiology, cognition, biopsychology, operant conditioning and an animal vivarium. We are looking for someone who will help us expand laboratory and student research opportunities in cognition and development. Mount Saint Mary's College is a Catholic liberal arts college of 1300 men and women, located in Central Maryland, approximately 20 minutes from Frederick, MD, and one hour from the Washington D.C. and Baltimore metropolitan areas. **The search will continue until the position is filled, but to ensure full consideration, all materials should be received by January 14, 2000.** Send curriculum vitae, three letters of recommendation, a statement of teaching and research interest, and reprints/preprints to: Dr. Robert Keefer, Department of Psychology, Mount Saint Mary's College, Emmitsburg, MD 21727. *Mount Saint Mary's College does not discriminate on the basis of age, race, sex, differently*



## MIT Sloan School of Management

### Faculty Positions Behavioral and Policy Sciences

Sloan's Behavioral and Policy Sciences (BPS) Area includes groups in Strategy and International Management, Organization Studies, Industrial Relations and Human Resources, Law, Management of Technological Innovation and Entrepreneurship, 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), but outstanding senior applicants will be considered as well.

- **Management of Technological Innovation and Entrepreneurship:** Candidates should have research and teaching interests related to any of the following: the founding, development, organization, and management of early-stage technology-based ventures; networking and alliance formation among start-ups and other firms; strategy and organization in technology-based ventures. Preferred 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 curriculum vitae, supporting documentation, and three letters of recommendation to Professor Ed Roberts, MIT Sloan School of Management, 50 Memorial Drive, Room E52-530, Cambridge, MA 02142.
- **Organizations and Innovation:** Candidates should have research and teaching interests in the area of innovation and organizational change, either at the macro level (possible interests include organizational design, interorganizational networks, or comparative organizations) or the micro level (decision-making and negotiation, small groups, work practices, organizational culture, or learning and change). Preference will be given to candidates whose research is relevant to organizational innovations, technological change, or high technology contexts. Preferred background: Ph. D. in a discipline such as sociology or social psychology, or in a management field such as organizational theory or organizational behavior. Send curriculum vitae, supporting documentation, and three letters of recommendation to Professor John Carroll, MIT Sloan School of Management, 50 Memorial Drive, Room E52-563, Cambridge, MA 02142.
- **Strategy:** Candidates should have research and teaching interests in strategy, with a focus on issues of competitive performance and the dynamics of organizations. Preferred background: Ph.D. in strategy, organization studies, sociology, or economics. Send curriculum vitae, supporting documentation, and three letters of recommendation to Professor Rebecca Henderson, MIT Sloan School of Management, 50 Memorial Drive, Room E52-543, Cambridge, MA 02142.

The deadline for all applications in their entirety is  
December 15, 1999.

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

# MIT

## FACULTY POSITIONS

MA5

The MIT Department of Brain and Cognitive Sciences anticipates making two tenure-track appointments in cognitive science at the Assistant Professor level. We encourage applications from candidates working in any area of cognitive psychology, cognitive science, or cognitive neuroscience. Applications should include a brief cover letter stating the candidate's research and teaching interests, a vita, three letters of recommendation, and representative reprints.

Send applications by December 1, 1999 to:  
Cognitive Search Committee, MIT, E25-406,  
77 Mass. Avenue, Cambridge, MA 02139-4307.  
Qualified women and minority candidates are especially encouraged to apply.



MASSACHUSETTS INSTITUTE OF TECHNOLOGY

An Equal Opportunity/Affirmative Action Employer  
Non-Smoking Environment  
[web.mit.edu/personnel/www](http://web.mit.edu/personnel/www)

abling condition or national origin. Mount Saint Mary's College hires only U.S. citizens and fully authorized aliens. MD10

**ST. MARY'S COLLEGE OF MARYLAND** Tenure-track position in **SENSATION/PERCEPTION** to begin August, 2000. Rank open but assistant professor preferred. This person must be broadly trained and able to teach upper-level courses in sensation/perception and cognitive (with lab), and contribute to the teaching of introductory psychology, statistics, and research methods courses required of all majors. Preference given to candidates who have training in human factors and who can supervise student research in this area. The College teaching load is three courses per semester with supervision of year-long senior projects counting toward the load. The department of 12 faculty members actively involves students in research, helping to make the psychology major among the strongest and largest at the College. St. Mary's College of Maryland is a public liberal arts college located 70 miles southeast of Washington, D.C., on the St. Mary's river. A Carnegie Baccalaureate I institution, St. Mary's College has been designated as the state's public honors college. The institution was awarded a Phi Beta Kappa chapter in 1997. Ad-

mission to the college is highly selective: the class of 2003 has an average SAT of 1233 and GPA of 3.4. The diverse and coeducational student body of 1700 completes a rigorous and unique curriculum, culminating in a yearlong senior project. The student-faculty ratio is 13 to 1. A comprehensive program of support is provided for faculty, including professional travel, internal grants for research and teaching, paid pre-tenure leaves, and sabbaticals for tenured faculty. The quality of life is enhanced by the beauty and recreational opportunities of the Chesapeake Bay region and close proximity to the amenities of Washington, D.C., Baltimore and Richmond. **Review of applications will begin December 15, 1999 and continue until the position is filled.** Applicants should send a letter describing their teaching and research interests, a vita, evidence of teaching effectiveness, and at least three letters of recommendation to Wesley P. Jordan, Psychology Chair, St. Mary's College of Maryland, 18952 E. Fisher Rd., St. Mary's City, MD 20686-3001. *St. Mary's College of Maryland (www.smcm.edu) is an equal opportunity / affirmative action employer.* MD12

## MASSACHUSETTS

**WILLIAMS COLLEGE DEPARTMENT OF PSYCHOLOGY:** seeks candidates for an anticipated tenure-track position in Clinical Psychology beginning July 1, 2000. The appointment will be at the Assistant Professor level, with the expectation of the Ph.D. in hand or to be completed by September 2000. In exceptional circumstances, a senior appointment will be considered. Area of specialization is open. The normal yearly course load consists of a survey course on Psychological Disorders or Personality, the psychopathology section of a team-taught Introductory Psychology course, an advanced research seminar in the candidate's area of interest, and either a Research Methods course or an upper level seminar. We seek gifted teachers and scholars who can involve students in their research. We offer excellent facilities, research support, highly capable students and competitive salaries. Deadline is November 15, 1999. Send vita, three letters of reference, selected reprints or preprints, and information on teaching experience and effectiveness to: Dr. Laurie Heatherington, Chair, Clinical Psychology Search Committee, Department of Psychology, Williams College, Williamstown, MA 01267. *An Equal Employment/Affirmative Action Employer, Williams College encourages application from women and minorities.* MA1

**Cognitive Psychologist:** (Pending Approval) The Department of Psychology at **BOSTON UNIVERSITY** announces a tenure-track opening at the assistant professor level beginning Fall 2000. Strong candidates will show evidence of the ability to develop an original, independent, and externally funded program of cognitive research. Responsibilities will include undergraduate and graduate teaching and supervising doctoral students. Applicants should submit vita, reprints/preprints, a statement of research and teaching interests, and three letters of recommendation to: Chair, Cognitive Search Committee, Department of Psychology, Boston University, 64 Cummington St., Boston, MA 02215. **Review of Applications will begin on November 1, 1999, and will continue until the position is filled.** *Boston University is an Affirmative Action/Equal Opportunity Employer.* MA2

**SUFFOLK UNIVERSITY,** Department of Psychology is seeking a tenure-track licensed Boulder model Assistant Professor of Clinical Psychology for September, 2000 (subject to budgetary approval). Duties include undergraduate and graduate teaching undergraduate psychology courses and courses within the Ph.D. program in Clinical Psychology, and research su-

pervision; we are seeking an individual whose research program falls within clinical-developmental psychology most broadly defined. Please send letter of application, curriculum vitae, reprints, and three letters of recommendation to: Jack Demick, Chair, Psychology Department, Suffolk University, 8 Ashburton Place, Boston, MA 02108. Review of applications will begin immediately. *Suffolk University is an equal opportunity employer.* MA3

**FACULTY POSITION, DEVELOPMENTAL PSYCHOLOGY.** The Department of Psychology at **MASSACHUSETTS COLLEGE OF LIBERAL ARTS** (formerly North Adams State College) invites applicants for a tenure-track position in developmental psychology. The appointment will be at the rank of Assistant Professor with a start date of September 1, 2000. Applicants should have a Ph.D. in developmental psychology with a concentration in childhood or adolescence (specialty area is open). The candidate would primarily be responsible for teaching courses in child development, adolescent development, adulthood and aging, and contributing to an interdisciplinary general education program. We are seeking someone with excellent teaching skills, advising experience, and a commitment to undergraduate education. Massachusetts College of Liberal Arts is a small, public state college situated in the Berkshire hills of Western Massachusetts, close to the New York and Vermont state borders. **Applicants should send a cover letter, a statement of teaching and research interests, and a vita to: Human Resources Director, Massachusetts College of Liberal Arts, 375 Church Street, North Adams, MA 01247. Please arrange for three letters of reference to be sent to the above address as well.** *Women and minorities are encouraged to apply. MCLA is an Affirmative Action/Equal Opportunity Employer. Deadline for receipt of material is Monday January 3, 2000.* For more information about MCLA visit our web site at [www.mcla.mass.edu](http://www.mcla.mass.edu) or e-mail [jjmay@mcla.mass.edu](mailto:jjmay@mcla.mass.edu). MA4

**SMITH COLLEGE DEPARTMENT OF PSYCHOLOGY Cognitive Psychology** The Psychology Department at Smith College seeks applicants to fill a tenure-track position at the Assistant Professor level in Cognitive Psychology beginning July 2000. Initial appointment is for four years. Smith College is a liberal arts college for women. Candidates must share our fundamental commitment to teaching undergraduates and are expected to involve students in their research. Responsibilities include teaching two courses per semester and developing an active research program.

## The Society for the Psychological Study of Social Issues James Marshall Public Policy Fellowship

The Society for the Psychological Study of Social Issues is seeking candidates for its James Marshall Public Policy Fellowship. The appointment is for Sept 2000-Aug 31, 2002. Applicants must hold PhD or PsyD.

Candidates must submit: 1) vita, 2) 1000 word biographical statement of past experience and interest in policy activities and social issues, career goals, interest in position and objectives desired from Fellowship, 3) 600 word briefing statement using social science data and related information to inform a legislator about a specific social issue; 4) 3 letters of reference addressing applicant's abilities, experience, and motivation, and 5) statement indicating a preference for 1 or 2 year commitment.

*Application materials must be postmarked  
no later than: January 25, 2000.*

All application materials must be in duplicate and sent to:

James Marshall Public Policy Fellowship  
Attn: Michelle Angus SPSSI Central Office  
P.O. Box 1248  
Ann Arbor, MI 48106-1248  
Phone: 734-662-9130  
Fax: 734-662-5607  
e-mail: spssi@umich.edu

MI6

Teaching responsibilities will consist of either Introductory Psychology, Research Methods or Statistics, and courses in Perception, Thinking, Decision Making, Memory, Cognitive Neuroscience or Cognitive Science, depending on the candidate's expertise. The department includes faculty who currently study developmental, clinical, linguistic and cultural aspects of cognitive functioning, and an active Neuroscience program. There is lively collaboration in the Five College Consortium with the University of Massachusetts, and Amherst, Mount Holyoke and Hampshire Colleges. Send resumes, two sample publications, a statement of teaching and research interests, and three letters of recommendation to Kathy Richardson, Department of Psychology, Clark Science Center, Smith College, Northampton, MA 01063. Preference will be given to completed applications received before January 3, 2000. *Smith College is an equal opportunity employer encouraging excellence through diversity.* Smith College Visit us at [www.smith.edu](http://www.smith.edu). MA6

**NIMH - SPONSORED POSTDOCTORAL FELLOWSHIPS IN PTSD RESEARCH**  
The National Center for Posttraumatic Stress Disorder (PTSD) at the VA BOSTON HEALTHCARE SYSTEM announces the availability of four NIMH-supported postdoctoral fellowships to begin September 1, 2000. The fellowships have a minimum duration of one year and are designed to train psychologists in the scientific study of stress, trauma, and PTSD. Fellows will work in the two Boston divisions of the National Center (Behavioral Science and Women's Health Sciences), both of which are affiliated with Boston University

School of Medicine. The primary objective of the training program is to prepare individuals for academically-oriented careers in clinical psychology with emphasis on studying the effects of exposure to traumatic stressors. Fellows will have the opportunity to: (a) participate in ongoing research projects conducted by program faculty, (b) initiate independent research projects, (c) prepare applications to federal and other funding agencies for research support, (d) conduct secondary analyses on existing data sets, and (e) provide direct clinical services to PTSD patients under the guidance of a clinical supervisor. Each fellow will be assigned one or more senior faculty members who serve as primary mentors. Additional collaboration with other faculty members is encouraged. Fifteen core faculty currently are active in the training program and bring to it expertise in a wide variety of areas in PTSD research with veterans and civilians, including: (a) development and validation of assessment instruments; (b) psychophysiological study of emotion and emotional processing; (c) the identification of risk factors for PTSD using multivariate analysis, including structural equation modeling; (d) electrophysiological and behavioral investigation of information processing; (e) the impact of PTSD on spouses and families, with a focus on domestic violence; (f) gender-related stress and gender correlates of PTSD; (g) health-related aspects of trauma and PTSD; and (h) cognitive-behavioral treatment methods. In addition, adjunct faculty with expertise in minority issues, substance abuse, and psychopharmacology are available to the training program. The National Center for PTSD is widely recognized for its research accomplishments and leadership in the area of

traumatic stress. The Boston divisions offer outstanding resources that include technical support personnel, well-equipped psychophysiology and cognitive research laboratories, advanced computing facilities, and a broad range of professional expertise. The working atmosphere at the National Center is collaborative and supportive. Past postdoctoral fellows have launched successful independent careers in both universities and academic medical settings. Applications are now being accepted and will be reviewed until all positions are filled. The salary and benefits package is competitive; funds are provided to support further coursework and other educational opportunities, conference attendance, and travel. A completed application should include a personal statement of professional goals and interests, a curriculum vitae, and three letters of reference. Minority candidates are strongly encouraged to apply. Applicants must have completed all requirements for the Ph.D. prior to starting the program. Applications should be submitted to Daniel King, Ph.D., National Center for PTSD (116B-2), VA Boston Healthcare System, 150 South Huntington Avenue, Boston, MA, 02130. *The VA Boston Healthcare System is an equal opportunity employer.* MA7

**Quantitative Psychologist THE NATIONAL CENTER FOR POST-TRAUMATIC STRESS DISORDER, VA BOSTON HEALTHCARE SYSTEM AND BOSTON UNIVERSITY SCHOOL OF MEDICINE** seek a part- or full-time individual skilled in contemporary methodological techniques and multi-level modeling (SEM, GCM, survival analysis). Individual will contribute to the conceptualization and implementation of ongoing studies related to stress and health and assist in the preparation of grant applications. Excellent opportunity for authorship in a highly collegial environment. Position available immediately. The VA Boston Healthcare System is an equal opportunity employer. Send letter of interest and curriculum vitae to Kiban Turner, Ph.D., VA Boston Healthcare System, 150 South Huntington Ave (116B-3), Boston MA 02130. Fax (617) 278-4515. MA9

### MICHIGAN

**Evaluation Science** The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking outstanding evaluation scientists for one, or possibly two, tenure system faculty positions at the rank of Assistant Professor effective August 16, 2000 pending approval by the Provost. In one position, we seek an individual with strong qualitative research interests and skills, perhaps including an interest in

evaluation theory development, the comparison of evaluation methods, and/or the development of ways to improve the construction and dissemination of evaluations. In the second position, we seek individuals who have expertise in longitudinal data analysis and developmental models with expertise in time series analysis, structural equation models, regression analysis, nonlinear dynamics, and/or other techniques that seek to model or understand both latent and manifest change in the status of people's behavior over time. Successful applicants for both these positions will be expected to establish an independent research program and to contribute to an innovative cross-area initiative in evaluation science. The primary substantive interests of the applicant may be in any area of psychology (e.g., clinical, community, industrial-organizational, developmental). Applicants will also be expected to contribute to both undergraduate and graduate instructional programs. Send 3 letters of recommendation, copies of recent published papers or preprints, a vita, description of statistical methods skills, and brief description of a three-year research program to: Professor Neal Schmitt, Department of Psychology, Michigan State University, East Lansing, MI 48824. Review of applications will begin December 1, 1999 and continue until positions are filled. *Minority and women candidates are especially encouraged to apply.* MSU is an EO/AA employer. MI1

Subject to administrative approval, the CALVIN COLLEGE Psychology Department is seeking applications for a full-time, tenure-track position in cognitive psychology beginning in September 2000. This position involves teaching courses in Cognitive Psychology, Research Methods, and Introductory Psychology. Requirements include a Ph.D. in psychology, evidence of quality teaching experience or potential, and plans for an active program of collaborative research involving undergraduate students. As a liberal arts college rooted in the Reformed tradition of Christianity, we seek applicants who are personally committed to that tradition. Applicants should submit a one-page statement of their understanding and commitment to this tradition with their application, vita, writing sample, and three letters of reference to Search Committee, Department of Psychology, 3201 Burton Street SE, Calvin College, Grand Rapids, MI 49546. *Calvin College complies with all federal and state requirements regarding nondiscrimination. Women and members of minorities are encouraged to apply.* MI2



**Assistant Professor of Psychology.** The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks applications for a tenure-track position effective August 16, 2000. We seek a scientist with interests in cognitive development, social development, or developmental psychobiology to complement our strengths in cognitive science, social-personality psychology, or behavioral neuroscience. We are interested in candidates in one of these areas who have demonstrated the potential to be productive researchers and effective teachers at both the undergraduate and graduate levels. Investigators with postdoctoral research experience are especially encouraged to apply, as are women and members of minority groups. Review of applications will begin December 1, 1999 and continue until the position is filled. Applicants should send a vitae, representative reprints/preprints, and three letters of recommendation to Hiram E. Fitzgerald, Ph.D., Chair, Developmental Search Committee, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117. *MSU is an AA/EEO employer.* **MI3**

**The Department of Psychology at WAYNE STATE UNIVERSITY** seeks applicants for two positions: one each in **Quantitative Psychology** and **Workplace Psychology**. Both appointments require Ph.D. degrees in psychology and become effective late August 2000. Normal teaching loads are two courses per semester involving both undergraduate and graduate instruction. Both appointees are expected to maintain active, funded research programs. The department has particular interest in cross-disciplinary research in health psychology, workplace psychology, cognitive neuroscience and applied developmental psychology. Academic ranks are open for both positions and are tenured/tenure-stream. For the **Quantitative** position, the successful candidate is expected to affiliate with one or more of our doctoral training programs in biopsychology, clinical, cognitive, industrial/organizational, life-span developmental and social psychology. Candidates are expected to demonstrate expertise in advanced experimental design. Additional areas of interest include psychometric theory (e.g., IRT), structural equation modeling, hierarchical linear modeling, and the analysis and modeling of change. For the **Workplace** position, we seek candidates with formal training in Industrial/Organizational Psychology. Preference may be given to those with a primary background and experience in Organizational Psychology. Individuals with strong quantitative backgrounds are particularly encouraged to apply. Interested applicants should send a

cover letter describing their research and teaching interests, an up-to-date c.v., copies of recent publications and have three letters of reference sent to the chair of the appropriate Search Committee at: Department of Psychology, Wayne State University, 71 W. Warren Ave., Detroit, MI 48202. **Applications will be accepted until Dec. 1, 1999 or until positions are filled.** For more information about the department, visit our web site: [www.science.wayne.edu/~psych/](http://www.science.wayne.edu/~psych/) *Wayne State University is an equal opportunity/affirmative action employer.* **MI4**

**GRAND VALLEY STATE UNIVERSITY.** Two tenure-track positions, beginning Fall, 2000. For both positions the Ph.D. is required. We seek candidates whose backgrounds and training provide concrete evidence that they will be excellent teachers, researchers, and colleagues. In addition to courses in the specialty area, all candidates should be able to teach Introductory Psychology. **Psychology Applied to Teaching (Assistant Professor).** We seek a School Psychologist, Educational Psychologist, Pediatric Neuropsychologist, Cognitive Psychologist, or Developmental Psychologist to contribute to programs in psychology and special education. We view the area of Psychology Applied to Teaching broadly, including the application of basic psychological science to issues associated with teaching, learning, and schools. Candidates must be able to teach Educational Psychology and other courses related to area of concentration. Ability to teach courses in Introductory, Life-span development, Child or Adolescent Psychology is an asset. Previous experience in schools or with school systems would also be an asset for this position. **Clinical Psychology—Senior Position (Assistant/Associate/Full Professor).** We are looking for a seasoned clinical psychologist, at any rank, who is licensed or license-eligible in the state of Michigan. This individual will play a pivotal role in the development of a proposed clinical masters program. The successful applicant will have an ongoing record of active scholarship as well as significant experience in clinical assessment and intervention. Applicants should have an interest in contributing to applied masters training via course instruction, supervision of clinical practice, and supervision of masters theses. Applicants who are current with regard to treatment-outcomes research, skilled in integrative, empirically based treatment approaches, and who can bring added breadth to a faculty already strong in ADHD, autism, substance abuse, depression, anxiety, and stress and coping will receive first consideration. Candidates for both positions must be committed to un-

dergraduate 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. *Minority and women applicants are strongly encouraged to apply.* Laboratory facilities are excellent, and there is good computer support. Grand Valley State University enrolls more than 16,000 students. The attractive main campus is located 12 miles west of downtown Grand Rapids, with additional facilities in Grand Rapids and Holland, MI. 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. Hendersen, Chair, Department of Psychology, 296 Au Sable Hall, Grand Valley State University, Allendale, MI 49401. **Review of applications will begin December 13, 1999,** 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.* **MI5**

**PSYCHOLINGUISTICS THE UNIVERSITY OF MICHIGAN (ANN ARBOR)** Department of Psychology and Program in Linguistics invite applications for an anticipated full-time, tenure-track position in the area of adult psycholinguistics beginning September 1, 2000. We seek candidates with excellent research and teaching credentials in the empirical investigation of adult psychological process underlying language representation and use. Applications from individuals with interests in syntax-semantics and in the processing of spoken or written language at the sentential level are especially welcome, as are applications from individuals with strong backgrounds in computational modeling and knowledge of brain organization as it pertains to language. However, candidates with interests in any aspects of adult psycholinguistics will be considered. The successful candidate will hold 50% appointments in the Department of Psychology and in the Program in Linguistics, with teaching responsibilities in both units. We anticipate that the candidate will develop a program of research that involves students in both units and that has ties to the interests of colleagues in both units as well. Please send curriculum vitae, 3-5 letters of reference, copies of reprints and preprints, and statements of research and teaching interest no later than December 1 to: **Chair, Psychol-**

**ogy/Linguistics Search Committee, Department of Psychology, 525 East Hall University, Ann Arbor, MI 48109-1109.** *The University of Michigan is an Equal Opportunity Affirmative/Action Employer.* **MI7**

#### MINNESOTA

**ASSISTANT/ASSOCIATE PROFESSOR IN COUNSELING PSYCHOLOGY** The Department of Psychology in the College of Liberal Arts at the UNIVERSITY OF MINNESOTA - TWIN CITIES seeks outstanding candidates for a position in Counseling Psychology. This appointment may be made at either the tenure-track Assistant Professor level or at the tenured Associate Professor level, depending on qualifications and experience, and consistent with Collegiate and University Policies. The department is especially interested in individuals who have demonstrated scholarly excellence that would strengthen the department in counseling psychology and related areas. Areas of research might include, but are not limited to, the interface of counseling and social psychology, multicultural counseling, process and outcome research, individual differences and psychological assessment, career decision making and vocational counseling, the changing nature of work and organizations, the relationship between occupational stress and psychological and physical health, and health psychology and aging. Candidates must have a Ph.D. in psychology or a related field by December 31, 2000 and must have successfully completed an internship by August 28, 2000. Essential qualifications are demonstrated scholarly excellence and a well-planned program of research. Excellence in teaching and eligibility for licensure in Minnesota are strongly desired. The successful applicant will be expected to carry on an active research program and contribute to the research and training of graduate students. Teaching responsibilities will consist of graduate and undergraduate courses. Seminars in special areas of interest are also possible. The applicant will also be expected to contribute to the service needs of the Department, College and University. Beginning date for this full-time, nine-month faculty position is August 28, 2000. If Ph.D. is not in hand by start date of appointment, initial title will be tenure-track instructor to be changed automatically to assistant professor upon conferral of Ph.D. Salary is competitive and will depend on the candidate's qualifications and experience. This position announcement is available on the Psychology Department's Web page at <http://cla.umn.edu/psych>. *Please reference your letter of application with "Position CLA 803."* Inter-

ested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and request that three letters of evaluation be sent to: Chair, Appointments Committee, Department of Psychology, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455-0344. Applications will be reviewed starting January 14, 2000. Position is open until filled. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN1

**ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR IN PERSONALITY PSYCHOLOGY** The Department of Psychology in the College of Liberal Arts at the **UNIVERSITY OF MINNESOTA—TWIN CITIES** seeks outstanding candidates for a faculty position in its Personality Research Program. This appointment may be made at either the tenure-track Assistant Professor level or at the tenured Associate Professor level, depending on qualifications and experience, and consistent with Collegiate and University Policies. Essential qualifications are a PhD in psychology or related field by August 28, 2000, demonstrated excellence in scholarship and teaching, with a record of accomplishments in research and teaching commensurate with the level of the appointment. The successful applicant will be expected to carry on an active program of research and scholarship, and contribute to the education and training of graduate and undergraduate students. Teaching responsibilities will consist of graduate and undergraduate courses in the Department of Psychology's curriculum, especially its survey and advanced undergraduate level courses in personality psychology. Seminars in special areas of interest at the graduate level are also possible. Applicants with research interests in any area of basic and/or applied inquiry in personality psychology are encouraged to apply, although we especially seek applicants whose research activities will provide a bridge between personality psychology and one or more of the following programs within the Department: Clinical Science and Psychopathology Research Training Program, Cognitive and Biological Psychology, Counseling Psychology, Differential Psychology/Behavior Genetics, Industrial/Organizational Psychology, Psychometric Methods, or Social Psychology. The applicant selected to fill this position will also be expected to contribute to the service

needs of the Department, College, and University. Beginning date for this full-time, nine-month faculty position is August 28, 2000. Salary is competitive and will depend on the candidate's qualifications and experience. This position announcement is available on the Department of Psychology's Web page at <http://cla.umn.edu/psych>. Please reference your letter of application with Position 804. Interested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and three letters of evaluation to: Chair, Appointments Committee, Department of Psychology, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455-0344. Review of applications will begin on January 7, 2000 and continue until the position is filled. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN2

**ASSISTANT PROFESSOR IN PSYCHOLOGY/POLITICAL SCIENCE** The College of Liberal Arts at the **UNIVERSITY OF MINNESOTA—TWIN CITIES** seeks outstanding candidates for a faculty position in Political Psychology. This appointment will be made at the tenure-track Assistant Professor level and be shared by the Departments of Political Science and Psychology in the. Decisions about the tenure home for this position will be determined by a candidate's qualifications and departmental fit. Essential qualifications are a PhD in political science, psychology or related field by August 28, 2000, a commitment to quality teaching, and the potential for carrying out outstanding interdisciplinary research. The successful applicant will be expected to carry on an active program of research and scholarship, and contribute to the education and training of graduate and undergraduate students in both departments. The applicant's primary research area should be in political psychology. We are interested in all areas of political psychology research, including, but not limited to, elite and group decision making, attitudes and persuasion processes, personality and individual differences, and political cognition and information processing. Additional expertise in survey research, measurement, or experimental design is preferred. Teaching responsibilities will consist of graduate and undergraduate courses in the curricula of the Departments of Psychology and Political Science. The applicant selected to fill this position will also

be expected to contribute to the service needs of the Departments, College, and University. Standard teaching and service duties will be divided between the two sponsoring departments. Beginning date for this full-time, nine-month faculty position is August 28, 2000. Salary is competitive and will depend on the candidate's qualifications and experience. This position announcement is available at <http://www.psych.umn.edu> or <http://www.polisci.umn.edu>. Information about the departments, facilities, and faculty can also be obtained at these web sites. Interested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and three letters of evaluation to: Chair, Political Psychology Search Committee, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455-0344. Review of applications will begin on November 30, 1999 and continue until the position is filled. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN3

**ASSISTANT PROFESSOR FOR A JOINT POSITION IN PSYCHOLOGY AND COMPUTER SCIENCE AND ENGINEERING** THE **UNIVERSITY OF MINNESOTA—TWIN CITIES** seeks outstanding candidates for a joint faculty position in Cognitive Science shared between the Department of Psychology in the College of Liberal Arts and the Department of Computer Science and Engineering in the Institute of Technology. Decisions about the tenure home for this position will be determined by a candidate's qualifications and departmental fit. This appointment will be made at the tenure-track Assistant Professor level. Essential qualifications are a PhD in psychology or computer science, or related field, by August 28, 2000, a commitment to quality teaching, and the potential for carrying out outstanding interdisciplinary research. The successful applicant will be expected to carry on an active program of research and scholarship, and contribute to the education and training of graduate and undergraduate students in both departments. The applicant's research area should be in cognitive science. Specific interests may include: artificial intelligence, pattern recognition, neural networks, computational vision, robotics and motor control, human-computer interaction, speech recognition, computational linguistics/psycholinguistics, computer graphics/percep-

tion, and auditory scene analysis. Teaching responsibilities will consist of graduate and undergraduate courses in the curricula of the Departments of Psychology and Computer Science and Engineering. The applicant selected to fill this position will also be expected to contribute to the service needs of the Departments, College, and University. Standard teaching and service duties will be divided between the two sponsoring departments. Beginning date for this full-time, nine-month faculty position is August 28, 2000. Salary is competitive and will depend on the candidate's qualifications and experience. This position announcement is available at <http://www.umn.edu/psych> or <http://www.cs.umn.edu>. Information about the departments, facilities, and faculty can also be obtained at these web sites. Interested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and three letters of evaluation to: Chair, CSE/Psych Search Committee, Department of Psychology, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455-0344. Review of applications will begin on Jan. 15, 1999 and continue until the position is filled. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN4

#### MISSISSIPPI

The Department of Psychology at **MISSISSIPPI STATE UNIVERSITY** seeks to fill a tenure-track Assistant Professor position in Clinical Psychology for Fall 2000. Applicants must have graduated from an APA-accredited clinical doctoral program, have completed an APA-approved internship program, and should be willing to pursue licensure in a timely fashion. Well-qualified candidates grounded in the scientist-practitioner model are strongly encouraged to apply. The successful candidate will teach clinically oriented undergraduate and graduate courses, supervise graduate student research, assist in the development of a psychology clinic, and maintain a program of scholarly research. The clinical-emphasis graduate program is accredited by the Masters in Psychology Accreditation Council. Mississippi State University, located in a progressive Sunbelt community, is one of the top 100 research institutions in the nation, and teaching excellence is explicitly valued. Interested applicants should send a curriculum vita, three letters of support, teaching evaluations (if avail-

able), reprint/preprints, and a brief letter of application indicating teaching and research interests to: Dr. Charles L. Spurrison, Chair, Clinical Search Committee, P.O. Drawer 6161, Mississippi State University, Mississippi State, MS 39762-6161. Review of applications will begin November 9 and continue until the position is filled. *Mississippi State University is an Affirmative Action/Equal Opportunity Employer. MSI*

#### MISSOURI

**DEVELOPMENTAL PSYCHOLOGIST:** Psychology Department at the **UNIVERSITY OF MISSOURI-ST. LOUIS** seeks candidates for a tenure track Developmental Psychologist, Assistant Professor level, beginning August 2000. Any subspecialty of developmental is acceptable. Duties include teaching undergraduate courses in child and adolescent psychology and an occasional graduate course in developmental psychology. Position requires establishing a research program along with efforts to secure external funding for research. Salary is competitive. The department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, research and teaching statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Developmental Psychologist Search Committee, 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. MO1*

**COGNITIVE PSYCHOLOGIST:** Psychology Department at the **UNIVERSITY OF MISSOURI-ST. LOUIS** seeks candidates for a tenure-track Cognitive Psychologist, Assistant Professor level, beginning August 2000. Applications in all subspecialties of cognitive psychology will be considered, but some familiarity with neuroscience is a plus. Position requires teaching an occasional graduate course in cognitive psychology, an undergraduate course in introduction to psychological research, and other courses in the applicant's area of interest. Position also requires establishing a strong research program along with efforts to secure external funding for research. Salary is competitive. The Department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, teaching and research statements, vita, 3 letters of

reference, and reprints of research publications by December 17, 1999, to Chair, Cognitive Psychologist Search Committee, 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*

**THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF MISSOURI-COLUMBIA (MU)** is inviting applications for five tenure-track positions in the area of **ADDICTIVE BEHAVIORS**. The hires represent an institutional effort to establish one of the nation's preeminent research collaborations on the biobehavioral and psychosocial determinants of addiction and substance abuse and form the foundation for a premiere predoctoral and postdoctoral program in addictions from behavioral and social science perspectives. New faculty will be joining an already established group of addictions researchers affiliated with both the Department of Psychology (Lynne Cooper, Ken Sher, Wendy Slutske, Tim Trull, Phil Wood) and the Department of Family and Community Medicine (Dan Longo and Dan Vinson). As part of the same institutional initiative, the Department of Family and Community Medicine will also be adding two new lines in the next two years. The MU psychology addictions researchers are part of the new, NIAAA-funded Missouri Alcohol Research Center (MARC) directed by Andrew Heath at Washington University School of Medicine (WUSM) and involving collaborators from WUSM, St. Louis University, the Palo Alto VA Medical Center, and the Queensland Institute of Medical Research. The MARC provides exciting new research opportunities in topics relevant to developmental aspects of addiction, addiction and family processes, the genetic epidemiology of alcoholism, mechanisms of comorbidity, quantitative methodology, and psychophysiology. We are especially interested in individuals with interests in five areas. Rank is open. Both junior and senior candidates can be considered for any position but more senior applicants must demonstrate a strong record of external support. The five areas are: (1) a treatment-outcomes researcher, (2) a cognitive or affective neuroscientist with expertise in the functional imaging of drug effects and/or vulnerability to addiction, (3) a cognitive/social/affective researcher with expertise in decision-making, motivation, and personality issues surrounding substance use and dependence, (4) a quantitative psychologist with substantive interests in the addictions and (5) a developmental psychologist with interests in the precursors of substance use disorders or in

developmental aspects of addiction (e.g., the consequences of substance involvement on adolescent and adult development). The primary criteria for filling the positions are demonstrated scholarly excellence and potential for securing extramural funding. To apply, send vita, up to five representative reprints, a cover letter that reviews your research program and teaching interests, and three letters of reference to: Chair, Addictions Search Committee, Department of Psychology, 210 McAlester Hall, University of Missouri, Columbia, MO 65211. Inquiries can be made to Ken Sher, (573) 882-4279, Email: SherK@missouri.edu. We will begin screening applications in October 1999, and anticipate interviewing as early as December with an anticipated start date of August 2000. *The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran, or veteran of Vietnam era. MO3*

#### MONTANA

The Psychology Department at **MONTANA STATE UNIVERSITY** announces a tenure-track position at the Assistant or Associate (untenured) Professor level to begin August, 2000 in one of the following two areas. **HEALTH PSYCHOLOGY:** Individuals with research interests in the social or cognitive factors that regulate the relationship between behavior and physical health. **HUMAN MOTIVATION:** Individuals with a social-cognitive approach to understanding human motivation. Preference will be given to candidates who conduct basic research on applied problems in non-clinical settings. Typical teaching load is two courses per semester. The department has been in a growth mode over the last few years, with the three most recent faculty hires arriving from Columbia University, SUNY-Albany, and Ohio State University. There are seven faculty, all research active and with external support (e.g., NSF, NIH, CDC), either currently or in the recent past. Faculty interests are in cognitive, learning, physiological, social, and industrial-organizational psychology. Candidates capable of complementing MSU faculty research interests and who possess strong quantitative skills are preferred. A research-oriented M.S. degree in Applied Psychology is offered. This two-year program funds students who serve in a research apprenticeship role under the supervision of a faculty member. Faculty responsibilities include (a) maintaining a strong research program involving graduate and undergraduate students, resulting in publications and the potential for external funding, and providing leadership in the Applied Psychol-

ogy graduate program; and (b) teaching undergraduate and graduate courses. MSU is located in Bozeman, a city of 30,000+, in the northern Rockies. It serves over 11,000 students on an 1,170 acre campus, just 90 minutes from Yellowstone National Park and within a day's drive of Glacier National Park. For a complete description of the University, Psychology Department, and surroundings, browse our website at <http://www.montana.edu/wwwpy>. Interested candidates should send their curriculum vitae, reprints or preprints, a cover letter indicating the desired area/rank and qualifications for the position, a statement of research and teaching interests, and arrange to have three letters of recommendation sent to Dr. Richard F. Martell, Search Committee Chair, Department of Psychology, Montana State University, Bozeman, MT 59717-3440. The deadline for completed applications is December 15, 1999. Review of applications will continue until the position is filled. The Ph.D. (in psychology or closely related field) must be earned by time of employment. *ADA/AA/EO/VET PREF. MT1*

**THE UNIVERSITY OF MONTANA-MISSOULA.** The Department of Psychology invites applications for a tenure-track, Assistant Professor position in Applied Social Psychology, to begin August 2000. The Psychology Department consists of 18 full-time faculty members, offers the B.A. degree in psychology, an M.A./Ed.S. degree in school psychology and the Ph.D. degree in an APA-accredited clinical program, as well as in animal behavior and developmental psychology. The department does not have graduate programs in social psychology or in I/O, and there are no plans to add such programs. The teaching load is 15 semester cr. hrs./year and would include undergraduate and graduate courses in social psychology. While the research area is open, research interests that complement those of the current faculty are highly desirable (please see [www.cas.umt.edu/psych](http://www.cas.umt.edu/psych)). In addition, we are looking for candidates who could contribute to one of the following areas: Pedagogy and teaching of Introduction to Psychology, interest in quantitative methodology and/or program evaluation. Applicants must have a Ph.D. in social psychology, evidence of scholarly research, and evidence of quality teaching experience. Review of applications will begin December 1, 1999, and continue until the position is filled. Interested applicants should submit vita, statement of scholarly interests, graduate transcripts and three letters of recommendation to: Applied Social Search Committee; Department of Psychology MPS101; The University of Montana; 32 Campus Drive



## New York University

### COGNITION

NY16

#### DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make a tenured or tenure-track (rank open) appointment in the area of COGNITION, beginning September 1, 2000, pending budgetary and administrative approval. The successful candidate will join a diverse research faculty with training programs in clinical, cognition and perception, community, developmental, industrial/organizational, quantitative, and social psychology. For more information, visit our web site - <http://www.psych.nyu.edu>. All candidates should have strong research programs. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Cognition Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003. Review of applications will begin December 1, 1999.

NYU encourages applications from women and members of minority groups.



## New York University

### QUANTITATIVE PSYCHOLOGY

#### DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make a tenured or tenure-track appointment in QUANTITATIVE PSYCHOLOGY beginning September 1, 2000, pending budgetary and administrative approval. While position rank is open, junior applicants are especially sought. We are looking for candidates with a strong empirical research program in any area of psychology, strong mathematical and computational ability, and interest in teaching courses in statistics including analysis and modeling. Recruits will join a diverse research faculty in clinical, cognition and perception, community, developmental, industrial/organizational, quantitative and social psychology. For more information, visit our web site - <http://www.psych.nyu.edu>. Those who can contribute to more than one of the department's areas will receive special consideration. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Laurence T. Maloney, Chair, Search Committee, Department of Psychology, New York University, 6 Washington Place, 8th Floor, New York, NY 10003. Review of applications will begin December 1, 1999.

NY17

NYU encourages applications from women and members of minority groups.

#1584; Missoula, MT 59812-1584. (Tel 406 243 4521, Fax 406 243 6366). *The University of Montana is an equal opportunity/Affirmative Action Employer and encourages applications from women, minorities, Vietnam era veterans, and persons with disabilities.* This position announcement can be made available in alternative formats upon request. MT2

#### NEBRASKA

**ASSISTANT PROFESSOR: 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 qualified individuals for two full-time tenure track positions at the entry level. (1) **PSYCHOLOGICAL PSYCHOLOGY/BIOPSYCHOLOGY:** Candidates should have the PhD degree and be qualified to teach courses in physiological/biopsychology, introductory, and experimental psychology, as well as other courses within the faculty member's area of competence (e.g., psychopharmacology, and brain and behavior) as determined by the chairperson of the department. (2) **FORENSIC PSYCHOLOGY:** Candidates should

have the PhD degree and be qualified to teach courses in forensic psychology, psychology and the law, introductory psychology, and experimental psychology, as well as other courses within the faculty member's area of competence as determined by the chairperson of the department. In addition to teaching responsibilities, we expect faculty members to develop an ongoing research program and be active in those duties ordinarily associated with a faculty appointment. The starting date for these positions will be in August, 2000. Materials should be postmarked not later than December 31, 1999. Send curriculum vita, three letters of recommendation, official transcripts from all undergraduate and graduate course work, statement of teaching and research interests, available evidence of teaching effectiveness, and samples of scholarly work to: Mark E. Ware, Ph.D., Chair of Search Committee, Department of Psychology, Creighton University, 2500 California Plaza, Omaha, NE 68178-0321. *Creighton is an EO/AA employer and seeks a wide range of applicants for these positions so that one of our core values—ethnic and cultural diversity—may be realized.* NE1

**Developmental Psychology.** The Psychology Department, UNIVERSITY OF NEBRASKA AT OMAHA, invites applications for two assistant professor level tenure-track positions beginning in August of 2000. A Ph.D. in Developmental Psychology is required for both positions. Preference will be given to applicants with expertise in cognitive, social, or biological approaches to infancy/toddlerhood or middle childhood/adolescent development. Responsibilities will include teaching at the undergraduate and graduate levels, supervising M.A. and Ph.D. level research, and maintaining an active program of research. Research start-up funds will be provided. Starting salary is competitive, with the opportunity to earn 18% more with summer teaching. The application deadline is December 10, 1999. Send application letter, curriculum vitae, three letters of reference, copies of representative publications, teaching evaluations, and a statement of research and teaching interests to Dr. Kenneth Deffenbacher, Chair, Department of Psychology, University of Nebraska at Omaha, Omaha, NE 68182-0274. *Members of minority groups and women are especially encouraged to apply.* The University of Nebraska at Omaha is an Equal Opportunity/Affirmative Action employer. NE2

#### NEVADA

**Behavior Analysis.** The Psychology Department at the UNIVERSITY OF NEVADA, RENO has a position available starting Fall 2000 in the Behavior Analysis Program. The rank and area of interest are open. The Behavior Analysis Program operates on a self-capitalization model. This is a non-tenure track position, contingent on the availability of funding. The Program offers a doctoral degree in Psychology, as well as a professional masters degree. The Program also participates actively in undergraduate training. Duties include graduate and undergraduate teaching, conducting and supervising research, and developing and administering revenue-generating projects in which students are involved in practical training. Applicants must have a Ph.D. in Psychology, a strong commitment to behavior analysis, a demonstrated record of research productivity, a good teaching record, and a capacity to contribute to the development and well being of the Behavior Analysis Program. Review of applicants will begin January 7, 2000. Questions, call Dr. L. J. Hayes, Chair, Search Committee, (775)784-4998. Send a letter of application, vita, and three letters of recommendation to Peggy Hart,

## Eastern Psychological Association Executive Officer

The Board of Directors of the Eastern Psychological Association announces a search for the position of Executive Officer. The purpose of the Eastern Psychological Association is to organize an annual meeting on the east coast of America for the exchange of information concerning scientific psychology.

Applicants should submit a resume, at least three letters of recommendation, and a detailed statement concerning their professional experiences related to the responsibilities described below.

Primary responsibilities include:

- ◆ Development of all communication materials distributed within and outside the Association;
  - ◆ Negotiations with hotels and suppliers;
  - ◆ Oversight of nominations, elections, and membership roster;
- ◆ Oversight of fiscal operations including dues, taxes, and annual audit;
- ◆ Coordination of local arrangements and related meeting activities;
  - ◆ Solicitation of printed advertising and exhibits;
- ◆ Coordination of the Program Committee and production of the Proceedings; and
  - ◆ Oversight of Association records.

These responsibilities require an average of approximately 8 hours per week, with much of the work concentrated during critical periods. EPA will provide startup and operating expenses as well as secretarial support; however, candidates will be expected to provide space at their institution or home (within the Middle Atlantic states or New England) to house the EPA office. Applicants should be knowledgeable concerning desktop publishing, database management, and optical scanning.

Top applicants will be invited for interviews in NYC in January. The Board of Directors expects to introduce the new Executive Officer during the Annual Business Meeting in Baltimore on Thursday evening, March 24, and he/she must be available to observe at the Annual Meeting on March 24-26. The initial appointment will be for 2.25 years commencing March 24, 2000, and for training purposes it will overlap the departing Executive Officer through May 30. There will also be occasional training on a per diem basis from February 1 through March 24. Initial salary will be \$12-15,000 per annum, depending upon prior experience. Salary will increase with cost-of-living and as a function of performance.

Mail applications to Ralph R. Miller, President, Eastern Psychological Association, Department of Psychology, SUNY-Binghamton, Binghamton, NY 13902-6000 (607-777-2291; rmiller@binghamton.edu).

Interviewing will begin about January 15, 2000 and will continue until the position is filled.

NYS

Secretary, Behavior Analysis Search Committee, Psychology Department/296, University of Nevada, Reno, Nevada 89557. Phone (775) 784-6828, ext. 03. *The University of Nevada, Reno is an AA/EEO. NV1*

**Chairperson, Department of Educational Psychology.** The Department of Educational Psychology at the UNIVERSITY OF NEVADA, LAS VEGAS invites applications for chairperson of the department. It is expected that this individual will provide leadership in developing and implementing a strong innovative doctoral program. Duties include budgetary responsibilities, curriculum oversight, faculty evaluations, and other administrative duties. Applicants must have an earned doctorate in educational psychology or psychology with a national reputation for scholarship commensurate with senior rank. Position will begin July 1, 2000 and is a 12 month position. Applicants must send a vita, a letter of application, and the names and addresses of four references to Dr. Sue Whiston, Dept. of Educational Psychology, University of Nevada, Las Vegas, 4505 Maryland Pkwy., Las Vegas, NV 89154-3003. The screening of applicants will begin November 15, 1999 and continue until the position is filled. Salary is

commensurate with qualifications and experience. Position is contingent upon funding. For more information, see the UNLV World Wide Web site at: <http://www.unlv.edu>. *UNLV is an Equal Opportunity/Affirmative Action employer. Persons are selected on the basis of ability without regard to race, color, sex, age, national origin, sexual orientation, religion, disability or veteran status. NV2*

### NEW HAMPSHIRE

**Assistant Professor, Social/Personality Psychology:** The Department of Psychological and Brain Sciences at DARTMOUTH COLLEGE expects to make a tenure track appointment at the rank of Assistant Professor (entry-level or advanced) in social/personality psychology effective July 1, 2000. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome. The successful candidate is expected to provide high-quality teaching at the undergraduate level and in a graduate social/personality program, and to have exhibited excellence in research. The social area is one of four areas (along with cognitive/perception, behavioral neuroscience, and cognitive neuroscience) in the department. *Dartmouth College is an Equal*

*Opportunity/Affirmative Action employer and applications from women and minorities are especially encouraged.* Please send a letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Social Search Committee, Department of Psychological & Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover NH 03755. Review of applications will begin December 1, 1999 and continue until the position is filled. NH1

**POSITIONS AVAILABLE** The Department of Psychological and Brain Sciences and The Center for Cognitive Neuroscience at DARTMOUTH COLLEGE announce **two openings** in the area of **human cognitive neuroscience** starting in the fall of 2000. Candidates must be experienced in some aspect of cognitive neuroscience research and committed to excellence in teaching. Of the two openings, one is at the assistant professor level, and one is open as to rank. The Department of Psychological and Brain Sciences and The Center are jointly housed in new facilities and will have a variety of brain imaging modalities available including fMRI, ERP, and NIR. For candidates at the assistant professor level, post-doctoral training is

desirable. *Dartmouth College is an equal opportunity/affirmative action employer and encourages applications from minorities and women.* For further information, please contact: the Search Committee Chair. Candidates for either position should submit a letter of application, vita, and at least three letters of recommendation to: Cognitive Neuroscience Search Committee, Department of Psychological and Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover, NH 03755-3578. The review of applications will begin on October 30, 1999, and continue until the positions are filled. NH2

### NEW JERSEY

**RUTGERS-NEWARK CAMPUS.** The Department of Psychology anticipates making one tenure track, Assistant Professor level, appointment in area of Human Computer-Interaction broadly defined. We are particularly seeking individuals in one of the **TWO** following areas: **LEARNING**—especially in how it may relate to information technology, the **WEB** or **IT** or **CAI**. The second area of interest is in the area of **DECISION THEORY**—especially in how it may relate to use and implications of social aspects of information technology or the **WEB**. Candi-



## New York University

### CLINICAL PSYCHOLOGY DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make two tenured or tenure-track appointments in CLINICAL PSYCHOLOGY, broadly conceived, beginning September 1, 2000, pending budgetary and administrative approval. We seek candidates with strong, visible programs of research. At least one should be a senior candidate who will take a leadership role in re-building the clinical program in a more research-oriented direction, and integrating it more with our diverse research faculty in cognition and perception, community, developmental, organizational, quantitative, and social psychology. Candidates who contribute to the department's areas of strength will get special consideration. For more information, please visit our web site - <http://www.psych.nyu.edu>. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Diane N. Ruble and Edward Seidman, Co-Chairs of Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003. Applications will be reviewed beginning December 1, 1999.

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NYU encourages applications from women and members of minority groups.

dates must be effective teachers at the graduate and undergraduate levels. Review of applications begins January 15th, 1999. *Rutgers University is an equal opportunity/affirmative action employer. Qualified women and minority candidates are encouraged to apply.* Please send a CV, a statement of current and future research interests, and three letters of recommendation to HCI SEARCH COMMITTEE, Department of Psychology, Rutgers University, Newark, NJ 07102. Email inquires can be made to [HCI@psychology.rutgers.edu](mailto:HCI@psychology.rutgers.edu). Also see, <http://www.psych.rutgers.edu>. NJ1

**PRINCETON UNIVERSITY:** Psychology Department: The Department anticipates making an appointment at the assistant professor level in the area of social psychology. Candidates should have a Ph.D. and a commitment to teaching at both the graduate and undergraduate levels, and are expected to have an active research program. Applicants should submit a curriculum vitae and 3 letters of reference to the Search Committee SBV, Department of Psychology, Princeton University, Green Hall, Princeton, NJ 08544-1010 by December 1, 1999. *PU EO/AAE NJ2*

The Department of Psychology at THE COLLEGE OF NEW JERSEY is seeking applicants for a tenure-track position at the rank of Assistant Professor to begin in September 2000. Principal teaching responsibilities will include Introductory Psychology (for majors and nonmajors) and the Research Methods course (for majors only). Additional course opportunities may be available based on the candidate's area of specialization. The ideal candidate will have expertise in one or more of the following areas: Cognitive Behavioral Psychology, Community Psychology, Comparative Psychology, Cross-cultural Psychology, Gerontology, Human Motivation and Emotion, and/or Sensation and Perception. Candidates are expected to have an excellent teaching record, enthusiasm for teaching Introductory Psychology, and an established research program. An earned doctorate is required by the time of employment. The College of New Jersey is a highly selective, comprehensive, residential institution recognized as one of the outstanding colleges in the country. The College, located in suburban Ewing Township, NJ, enrolls approximately 5,800 undergraduates and 900 graduate students. A review of completed applications will begin January 15, 2000, and will continue until the position is filled. Send vita and



## Plattsburgh

### ASSISTANT PROFESSOR IN SCHOOL PSYCHOLOGY

The Psychology Department at Plattsburgh State University of New York announces a tenure-track position in School Psychology beginning Fall, 2000. Expertise in intellectual assessment, socio-emotional assessment and the assessment and treatment of learning disabilities is highly desirable.

**Responsibilities:** Teaching graduate courses in intellectual assessment, socio-emotional assessment, learning disabilities, psychopathology, and undergraduate seminars in School Psychology; supervising School Psychology Interns and Practicum students; and supervising masters theses.

**Qualifications:** Earned doctorate (Ph.D., Psy.D., or Ed.D.) in School Psychology from an accredited program; prior experience practicing as a school psychologist in grades K-12; certifiability as a School Psychologist in New York state; evidence of teaching effectiveness and commitment to instruction; and evidence of programmatic research activity and scholarly productivity. Successful candidates must be committed to excellence in teaching in an institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

**Salary:** Commensurate with experience and qualifications, with an excellent benefits package. The faculty of PSUNY are challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The College supports faculty scholarship through the NYS/UUP bargaining agreement. Protected-class faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and In-House Mini-Grants funded by the College, to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards. For more information about PSUNY or the Psychology Department specifically, please visit our web sites: [www.plattsburgh.edu](http://www.plattsburgh.edu) & [www.plattsburgh.edu/psy](http://www.plattsburgh.edu/psy)

Applications from women and minority candidates are especially welcomed.

Plattsburgh State University of New York

NY19 is an affirmative action, equal opportunity employer.

Review of applications begins January 15, 2000 and continues until the position is filled. Please send cover letter, resume or CV, statement of teaching philosophy, transcripts, three letters of recommendation, reprints or preprints of research publications, and evidence of teaching performance to Chair, Search Committee (PJ#2356-APS), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681.

three letters of recommendation to Dr. Alan Waterman, Chair, Search Committee, Department of Psychology, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. (Phone: 609-771-2485; FAX: 609-637-5178) *To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer. NJ3*

### NEW MEXICO

**COGNITIVE NEUROSCIENTIST.** The Department of Psychology at the UNIVERSITY OF NEW MEXICO and the recently established National Foundation for Functional Brain Imaging in Albuquerque are seeking a Cognitive Neuroscientist at a senior level. Applicants must have a Ph.D. at the time of application with specialization in Cognitive Neuroscience, have strong national and international reputation for neuroimaging research involving processes of learning, memory, decision-making, perception, action/planning, or other complex cognitive activity, have expertise in one or more functional imaging techniques (such as fMRI and MEG), teaching experience at the undergraduate and graduate levels, a successful record in training graduate students, postdoctoral fellows, and success at obtaining extramural grant funding. The appointment will be ten-

ure-track, preferably at the full professor level, jointly to the Department of Psychology at UNM and to the National Foundation for Functional Brain Imaging. The successful applicant must have the qualities to play a leadership role in cognitive neuroscience training and functional brain imaging research programs at both institutions and an interest in collaborative research. The appointment begins August 14, 2000. Send letter of application, curriculum vitae, and names, addresses, and telephone numbers of at least three references to Robert J. Sutherland, Chair, Cognitive Neuroscience Search Committee, Department of Psychology, Logan Hall, University of New Mexico, Albuquerque, NM 87131-1161, telephone: 505-277-4870, e-mail: [Sutherland@unm.edu](mailto:Sutherland@unm.edu). Review of applications will begin December 1, 1999 and will continue until the position is filled. *The University of New Mexico is an Equal Opportunity/Affirmative Action employer and educator. NMI*

### NEW YORK

**COLUMBIA UNIVERSITY** seeks an Assistant Professor in the Department of Psychology, in the area of Cognitive Psychology. The appointment can begin July 1, 2000. Candidates should provide evidence of excellence in research and a

strong commitment to both graduate and undergraduate education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to the Cognitive Psychology Search Committee, Department of Psychology, Columbia University, 1190 Amsterdam Avenue-MC 5501, New York, NY 10027. *Applicants from minorities and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer.* NY1

**THE DEPARTMENT OF PSYCHOLOGY AT BARNARD COLLEGE** seeks to hire an Assistant Professor studying human cognitive functions and mechanisms. The candidate should provide evidence of excellence in research and teaching, and is expected to establish a research program. Post-doctoral experience is preferred. Teaching responsibilities are 4 courses per year, and will include an undergraduate laboratory course and an upper level seminar. Send statement of research and teaching interests, CV, reprints, and letters of reference by December 15, 1999, to: Cognitive Search, Department of Psychology, Barnard College, Columbia University, 3009 Broadway, New York, New York 10027-6598. *Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds.* NY2

**POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:** The Department of Psychology anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. **Assistant Professor-Social-Personality Psychology.** Applicants will be expected to conduct research and supervise Ph.D. candidates in a social-personality program that emphasizes both basic and applied research. Applicants are expected to have an active program of research aimed at advancing theory (e.g., attitudes and attitude change, decision making, self-regulation, affective determinants of behavior, social comparison, self-presentation, identity development) in the pursuit of applied questions that have relevance to current social issues (e.g., adolescent risk behaviors, health psychology, relationship formation and maintenance, social stigma, human sexuality, prejudice, aggression, etc.). A research program focusing on relevant developmental processes in the social-personality realm is also appropriate. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. Applicants should submit vita, reprints/preprints, a statement of research interests, and three letters of

recommendation to: Chair, S/P Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222. Review of applications begins on November 15, 1999 and will continue until position is filled. Additional information about the University and the Department is available from our website: [www.albany.edu](http://www.albany.edu). *The University at Albany is an Equal Opportunity/Affirmative Action employer.* NY3

**POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:** The Department of Psychology anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. Assistant or Associate Professor Industrial/Organizational Psychology. Candidates should provide evidence of a well-defined program of research and the potential to gain external funding. Although specialty area is open, we are particularly interested in candidates with expertise in individual and team performance and motivation. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. A Ph.D. in psychology or a closely related discipline is required for this position. Applicants should submit vita, reprints/preprints, a statement of research interests, and three letters of recommendation to: Chair, I/O Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222. Review of applications begins November 15, 1999 and continues until position is filled. Additional information about the University and the Department is available from our website: [www.albany.edu](http://www.albany.edu). *The University at Albany is an Equal Opportunity/Affirmative Action employer.* NY4

**ASSISTANT PROFESSOR (INDUSTRIAL/ORGANIZATIONAL, HUMAN FACTORS, OR PERFORMANCE MANAGEMENT):** The Department of Psychology at the STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND invites applicants with a commitment to excellence in teaching undergraduates for a tenure-track position beginning Fall, 2000. The successful candidate will teach primarily in the following areas: Industrial/Organizational, Human Factors, Experimental and Statistics. A Ph.D. is expected by the time of appointment. The ability to maintain a strong program of research that engages students and the development of a program of service in the local community that includes field supervision of students is desirable. Submit a cover letter, vita, statements of research and teaching interest, available evidence of suc-

cessful teaching, sample publications, and three letters of recommendation to: Dr. Elizabeth Meinz, Chair, Search Committee, Department of Psychology, SUNY Cortland, Box 2000, Cortland, NY 13045. Review of applications will begin December 31, 1999. *SUNY Cortland is an AA/EEO/ADA Employer and does not discriminate in employment or the provision of services on the basis of disability. We have a strong commitment to the affirmation of diversity and have interdisciplinary degree programs in the areas of multicultural studies.* Information about SUNY Cortland can be found at [www.cortland.edu](http://www.cortland.edu). NY6

**ASSISTANT PROFESSOR IN BIOPSYCHOLOGY STATE UNIVERSITY OF NEW YORK AT STONY BROOK** The Department of Psychology invites applications for a tenure-track position in Biopsychology, beginning September 2000. Applicants should have doctoral and post-doctoral training in biopsychology/neuroscience. We seek applicants whose research is in the area of brain plasticity, particularly in animal models. Examples of topics we would be interested in include the neural bases of learning, memory, development or aging, and recovery from brain damage. However, highly qualified applicants with other interests will be considered and teaching experience is desirable. Applicants should submit a CV, statements of research interests and teaching philosophy, representative publications, and the names, addresses, e-mail addresses and phone numbers of at least three referees to Chair, Biopsychology Search Committee, Department of Psychology, SUNY at Stony Brook, Stony Brook, NY 11794-2500. All applications received before December 15, 1999 will be considered. Applications from women, people of color, disabled persons, and/or special disabled or Vietnam era veterans are especially welcome. Information about the Psychology Department and the University is available at <http://www.psy.sunysb.edu>. *The University at Stony Brook is an Equal Opportunity/Affirmative Action Employer.* NY7

**POSTDOCTORAL POSITION Postdoctoral Associate position at CORNELL UNIVERSITY** in a lab studying the cognitive effects of developmental brain damage using animal models. Two current NIH-funded projects concern early exposure to lead and cocaine, respectively. Studies involving transgenic animal models of altered folate metabolism and Downs syndrome are currently being initiated. These studies are designed to specify the cognitive processes affected, identify the mechanisms underlying the cognitive dysfunction,

and test improved therapeutic interventions. Preference will be given to candidate with expertise in the biology of cognition, cognitive testing of mice, and/or statistics. Send CV and three letters of reference to Dr. B.J. Strupp, Dept. of Psychology and Div. of Nutritional Sciences, Cornell University, 109 Savage Hall, Ithaca, NY 14853-6401. FAX: (607) 255-1033; Phone: (607) 255-2694, or e-mail to: [bjs13@cornell.edu](mailto:bjs13@cornell.edu) AA/EEO. NY8

Post-Doctoral position available to conduct EEG/ERP studies in a national collaborative study on the genetics of alcoholism located in New York. Experience with human neurophysiology, statistics and computers preferable. Please send CV and three references to: Dr. Henri Begleiter, Dept. of Psychiatry, STATE UNIVERSITY OF NEW YORK, Downstate Medical Center, 445 Lenox Road, Brooklyn New York, 11203 (AA/EEO). Tel. # 718 270-2024. Fax # 718 270-4081. Email: [hb@cns.hscbklyn.edu](mailto:hb@cns.hscbklyn.edu). NY9

**HAMILTON COLLEGE.** The Department of Psychology invites applications for a tenure-track position in social or health psychology at the assistant professor level (PhD required) beginning August 22, 2000. The teaching load will be the equivalent of five courses per year, including the introductory psychology course, statistics, a laboratory course in the candidate's specialty area, and senior project supervision. Candidates will be expected to have active research programs that are able to incorporate student research projects. Hamilton is a selective liberal arts college located in scenic upstate New York. The Department of Psychology, consisting of eight faculty members, has a strong tradition of excellence in teaching and research. Send resume, reprints, and three letters of recommendation to: Douglas A. Weldon, Chair, Department of Psychology, Hamilton College, Clinton, New York, 13323. Women and minorities are encouraged to apply. *Hamilton College is an Equal Opportunity and Affirmative Action Employer.* Review of applications will begin on January 15, 2000 and will continue until the position is filled. NY10

**CORNELL UNIVERSITY.** The Department of Human Development seeks applicants for two tenure-track assistant professor appointments in the areas of **developmental psychology and/or life course studies**, the department's major areas of graduate training. These appointments will begin August 2000. The department is an interdisciplinary unit within the College of Human Ecology. The current faculty of 25 are from the disciplines of psychology, sociology,

education, and history (see <http://www.human.cornell.edu/hd/>). Specific research emphases for the new appointments are open. Responsibilities include teaching three courses a year (typically two undergraduate and one graduate), supervising student research, and maintaining a rigorous, highly productive and externally-funded program of empirical research that will maintain and build the department's international reputation. Send vita, statement of research and teaching interests, representative publications, and three letters of reference to Ms. Juleene Conner, Department of Human Development, Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853. *Cornell University is an Equal Opportunity/Affirmative Action Employer.* For fullest consideration, applications should be received by January 7, 2000. NY11

**THE PSYCHOLOGY DEPARTMENT AT CLARKSON UNIVERSITY** invites applications for two tenure track positions at the assistant professor level. Both positions start August 16, 2000. Responsibilities include teaching two courses per semester and developing an active research program. We are particularly interested in individuals who can include undergraduates in their research program. We are seeking individuals with interests and training in the broadly defined areas of Health Psychology and Cognitive Psychology. Our close association with the Physical Therapy Program and the Division of Health Sciences at Clarkson provide ample opportunities for research collaboration and access to patient populations for a Health Psychologist. Likewise, the technological focus of Clarkson and its excellent computing facilities should be attractive to Cognitive Psychologists with interests in artificial intelligence, mathematical modeling of brain and psychological processes, and/or psychophysiology. Clarkson is located in a rural setting just outside the Adirondack Park, and has year-round outdoor recreational opportunities. Clarkson lies within minutes of two other universities and within two hours of Montreal, Ottawa, and Lake Placid. Candidates should submit a CV, research and teaching statements, sample preprints/reprints, and three letters of reference to: Search Committee, Department of Psychology, Clarkson University, Potsdam, NY 13699-5825. *Clarkson is an Equal Opportunity/Affirmative Action Employer.* Position Posting #48-99, 49-99. NY12

**DEVELOPMENTAL PSYCHOLOGY:** Tenure-track position in **developmental psychopathology**, starting August 2000. Superior teaching skills and ability to involve undergraduates in re-

search required. Candidates should be prepared to teach courses in adolescent development, child development, abnormal psychology, and developmental psychopathology, as well as supervise internships. In addition, the ability to teach within the statistics and research methods sequence is desirable. Preference will be given to candidates whose research interests complement our current departmental strengths. Ph.D. at time of appointment required. **SUNY GENESEO** is a highly selective public liberal arts college with an enrollment of 5,000 students; the psychology department has 16 faculty members and 400 majors. The college has been recognized by U.S. News & World Report, the Fiske Guide, Princeton Review, and Money Magazine for its superior undergraduate programs. Women and minorities are strongly encouraged to apply. Send vita, transcripts, and three letters of recommendation to Search Committee Chair, Department of Psychology, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454. Applications must be postmarked by January 15, 2000. *SUNY Geneseo is an Affirmative Action/Equal Opportunity Employer.* NY13

**SUNY COLLEGE AT FREDONIA, DEPARTMENT OF PSYCHOLOGY:** is seeking applications for three tenure track positions at the level of Assistant Professor starting in August, 2000. Ph.D. required. (1) **CLINICAL OR COUNSELING PSYCHOLOGY.** Two positions: One specialization in child psychopathology, one open. Teaching may include: Counseling, Abnormal, Personality or Health Psychology, and a course in your specialized area such as Child Psychopathology or Psychopharmacology. (2) **SOCIAL/PERSONALITY PSYCHOLOGY.** Specialization in human sexuality and gender issues. Teaching may include: Human sexuality, Gender differences, and Research Methods. We are seeking applicants who want to combine high quality teaching (typically three courses per semester) with an active program of research. SUNY at Fredonia is a liberal arts college with approximately 5,000 students and 300 psychology majors. Send a letter of application, list of courses most qualified to teach, curriculum vitae, reprints, graduate transcript and three letters of recommendation to Dr. Jennifer Dyck, Chairperson, Department of Psychology, State University of New York, College at Fredonia, Fredonia, NY 14063. Review of applications will begin on November 15, 1999, and continue until the position is filled. *SUNY Fredonia is an equal opportunity, affirmative action employer, we actively seek and encourage applications from women, minorities and people with disabilities.* NY14

**SKIDMORE COLLEGE Visiting Assistant Professors** The Department of Psychology invites applications for three two-year sabbatical replacements at the Visiting Assistant Professor level beginning Fall 2000. 1. Biopsychology, to teach 5 or 6 courses per year including Introductory Psychology, Biopsychology, and an advanced seminar. 2. Clinical Psychology, to teach 5 or 6 courses per year including Introductory Psychology, Abnormal, Personality, and Clinical. 3. Specialty open, to teach 5 or 6 courses per year including Introductory Psychology, Statistics, and other courses in the area of specialty. These positions involve teaching at the undergraduate level, professional involvement and the supervision of student research. Ph.D. and a strong commitment to undergraduate teaching is required. Application deadline is February 1, 2000 but applications will be accepted until the positions are filled. Send curriculum vitae, evidence of teaching experience, and three letters of reference to: Joan Douglas, Ph.D., Chair, Department of Psychology, File #29, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866. Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds. Visit our website at <http://www.skidmore.edu> NY15

## NORTH CAROLINA

**THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO.** The Department of Psychology invites applications for two tenure-track positions at the level of Assistant or Associate Professor, one in **clinical** and one in **cognitive** psychology, to begin August 1, 2000. The Psychology Department consists of 24 full-time faculty, and offers a BA in psychology, and the Ph.D. in clinical, cognitive, developmental, and social psychology. The clinical program is fully accredited by the APA (See <http://www.uncg.edu> for more information.) All candidates must have completed their Ph.D. by the date of appointment, must show promise of a strong independent research program, and have a commitment to teaching at both the graduate and undergraduate levels. Candidates at the Associate level must also have a clear record of success in securing extramural research funding. **Clinical Psychology:** Applicants must have completed an APA-approved clinical program and internship, become licensed to do clinical supervision, and have research interests in developmental psychopathology, preferably with an emphasis in adolescence. Address all materials to Dr. Arthur Anastopoulos, Chair, Clinical Search Committee, at the

address below, to arrive by December 15, 1999. **Cognitive Psychology:** The area of research specialization is open, although preference will be given to candidates with interests in attention, memory, concept formation, categorization, problem solving, or reasoning. Address all materials to Dr. John Dunlosky, Chair, Cognitive Search Committee, Department of Psychology, UNCG, PO Box 26164, Greensboro, NC 27402-6164 to arrive by December 15, 1999. Application packets should include a vita, description of the research program, three representative reprints or preprints, and a statement of teaching interests and philosophy; three letters of recommendation should be sent separately. *EO/AA:W/M/V/D.* NCI

**Assistant Professor/Clinical Psychology** Department of Psychology The Social and Health Sciences department at **DUKE UNIVERSITY** invites applications and nominations for an assistant professor position in Clinical Psychology to begin September 2000. We are interested in enhancing our Clinical Training Program by recruiting a person whose interests fall in the broad area of child and adolescent psychopathology. We are looking for someone who seeks to understand the development of psychopathology in the framework of cultural and ecological influences. Along with distinction in research, we seek candidates who are also committed to participation in graduate clinical training (both research and practice) and quality teaching at the graduate and undergraduate level. All applicants must be eligible for North Carolina licensure. Our chosen candidate will join a faculty with a wide range of research interests in clinical, personality, social, health, social-developmental, and cognitive psychology. The Department's Clinical Training has long-standing reputation as one of the most successful Boulder-Model programs that promotes broad-based scholarship, a strong research apprenticeship program, and excellence in clinical training. The collaboration between Medical Center and Arts and Science Faculty in program offers unique research opportunities for students with child, adult, and health psychology concentrations, and provides a diverse set of clinical training experiences at the Medical Center and our Psychology Clinic. Departmental links to Law, Business, Public Policy, and Cognitive Neuroscience also provide unique collegial opportunities. Interested applicants should send vitae, a statement of research goals, representative articles and preprints, teaching evaluations when available, and three letters of reference to: Clinical Search Committee, Department of Psychology; SHS, Duke Univer-



sity, Box 90085, Durham, NC 27708-0085. Applications received by December 15 will be guaranteed consideration. *Duke University An Equal Opportunity/Affirmative Action Employer. NC2*

**Clinical Psychology** Department of Psychology The Social and Health Sciences department at **DUKE UNIVERSITY** invites applications and nominations for an open-rank position in Clinical Psychology to begin September 2000. We are interested in enhancing our Clinical Training Program by recruiting a person whose interests fall in the broad area of adult psychopathology, particularly as studied in the context of personality theory or the contexts of cultural, community for family influences on social adaptation. Along with distinction in research, we seek candidates who are also committed to participation in graduate clinical training (both research and practice) and quality teaching at the graduate and undergraduate level. All applicants must be eligible for North Carolina licensure. Our chosen candidate will join a faculty with a wide range of research interests in clinical, personality, social, health, social-developmental, and cognitive psychology. The Department's Clinical Training Program has a long-standing reputation as one of the most successful Boulder-Model programs that promotes broad-based scholarship, a strong research apprenticeship program, and excellence in clinical training. The collaboration between Medical Center and Arts and Science Faculty in the program offers unique research opportunities for students with child, adult, and health psychology concentrations and provides a diverse set of clinical training experiences at the Medical Center and our Psychology Clinic. Departmental links to Law, Business, Public Policy, and Cognitive Neuroscience also provide unique collegial opportunities. Interested applicants should send vitae, a statement of research goals, representative articles and preprints, teaching evaluations when available, and three letters of reference to: Clinical Search Committee, Department of Psychology: SHS, Duke University, Box 90085, Durham, NC 27708-0085. Applications received by December 15 will be guaranteed consideration. *Duke University An Equal Opportunity/Affirmative Action Employer. NC3*

**Cognitive Neuroscience** **DUKE UNIVERSITY** The Center for Cognitive Neuroscience at Duke University seeks exceptional candidates for faculty positions. Scholars utilizing cognitive neuroscience approaches to the study of attention, memory, language, visual cognition, emotion, development and aging, and other areas, including

computational cognitive neuroscience and neuroengineering are sought. A demonstrated capability or exceptional promise for developing a first-rank, independent, extramurally-funded research program at the cutting edge of cognitive neuroscience is required. New faculty will hold appointments at the Assistant, Associate, and Full Professor levels in university departments such as Psychology, Computer Science, Philosophy, Biomedical Engineering, Electrical and Computer Engineering or other departments as appropriate, and will participate in both undergraduate and graduate education. The Center for Cognitive Neuroscience is part of an interdisciplinary initiative that includes the recently developed Brain Imaging and Analysis Center in Duke Medical School, directed by Professor Gregory McCarthy, which houses 1.5T and 4T GE MRI scanners dedicated to neuroimaging research. Together, the two centers will bring a total of twelve new tenure-track/tenured faculty to Duke, creating in combination with our current faculty and related growth in several departments, a dynamic cognitive neuroscience community. Interested candidates should submit a statement of research and teaching interests, c.v., representative publications, and three letters of recommendation to: Professor George R. Mangun, Director, Center for Cognitive Neuroscience, Box 90999, Duke University, Durham, NC 27708 (for courier use LSRC Bldg., Rm B203, tel.919-668-2512); FAX 919-681-0815. Applications received by December 1, 1999 will be guaranteed consideration for positions beginning in July, 2000. General information is available at our web site (<http://www.mind.duke.edu>). *Duke University is an Equal Opportunity/Affirmative Action Employer. NC4*

**Cognitive Psychologist.** The Department of Psychology at the **UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL** invites applications for a tenure-track position in cognitive psychology at the Assistant Professor or beginning Associate Professor level, to begin in July 2000. The area of research focus can be on any topic broadly related to cognition (e.g., attention, perception, memory, or language), although an approach that relates one or more of these topics to underlying neural processes is strongly preferred. Scientists using either animals or human participants are invited to apply. Candidates for the position should have a strong record of programmatic research and a demonstrated commitment to teaching undergraduate and graduate students, and should also have demonstrable interest and expertise in the use of information technology in teach-

ing. *The University and the Department have strong commitments to the principle of diversity, and we specifically invite and encourage applications from members of ethnic and racial minorities.* All applicants should submit the following non-returnable materials: curriculum vitae; personal statement describing qualifications and research and teaching interests, as well as future directions; teaching evaluations; up to 5 reprints or preprints; and 4 letters of reference to the chair of the Cognitive Search Committee at the University of North Carolina at Chapel Hill, Department of Psychology, CB #3270, Davie Hall, Chapel Hill, NC 27599-3270. Deadline for applications: November 15, 1999. *The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. NC5*

**EAST CAROLINA UNIVERSITY** - Department of Psychology: Anticipates several positions to begin August 14, 2000. 1) **Clinical Psychology (Tenure-Track, Assistant Professor)** - We seek candidates with a Ph.D. degree in clinical/health psychology. In addition to some undergraduate teaching, the candidate is expected to teach graduate courses in assessment and psychotherapy with children, health psychology, or neuropsychology. Clinical supervision of graduate practicum students and thesis supervision is also expected. Faculty are expected to develop an active research program and professional service is required. The candidate must hold a doctoral degree from an APA-approved program and internship and must be eligible for licensure as a psychologist in North Carolina. 2) **School Psychology (Tenure-Track, Assistant Professor)** - We invite applications from school psychologists to teach in an MA/CAS program in school psychology. The candidate is likely to teach graduate courses in assessment, interventions, and graduate and undergraduate courses in the area of specialty. Preference will be given to candidates with teaching and research interests in health psychology/applied neuropsychology. Faculty are expected to develop an active research program and supervise student thesis research. Professional service is also required. The candidate must hold a doctoral degree in school psychology, have relevant clinical experience, and be able to obtain certification as a school psychologist and licensure as a psychologist in North Carolina. 3) **Psychologist, Specialty - Open (One-Year, Visiting Assistant Professor)** - We are inviting candidates from any area of psychology who would be able to teach from among the following undergraduate courses: Introductory Psychology, Statistics, Experimental Psychology, Neuropsychol-

ogy, Physiological, Social, or Developmental Psychology. Opportunities to teach courses in one of the graduate programs in Clinical, School, or General-Experimental are also possible. While instructional responsibilities are primary, opportunities for research and scholarly activities will be available. **ALL POSITIONS:** A Ph.D. from an appropriate program in Psychology is required. Interested applicants should submit a vitae, reprints/preprints, and statements of teaching and research interests and arrange for three letters of recommendation to be sent to the Chair of the appropriate Search Committee, Department of Psychology, East Carolina University, Greenville, NC 27858-4353. **Screening of applications will begin on December 6, 1999, and continue until the positions are filled.** The Department of Psychology, one of 17 departments in the College of Arts and Sciences, has 34 full-time faculty, over 400 undergraduate majors, and MA programs in Clinical, General-Experimental, I/O, and the MA/CAS in School Psychology. The Department is research-oriented and committed to broadening its graduate offerings and working with other Units within the University. ECU is a public Doctoral-II institution in the eastern portion of North Carolina with over 18,000 students. It is located in Greenville, NC, a city of approximately 50,000 residents. ECU has numerous professional schools including Schools of Medicine, Business, Nursing, and Allied Health Sciences. *ECU is an Equal Opportunity/Affirmative Action Employer and accommodates individuals with disabilities. Applicants must comply with provisions of the Immigration Reform and Control Act. Official transcripts are required upon employment. NC6*

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, I/O PSYCHOLOGY** The UNC Charlotte Department of Psychology invites applications for a tenure-track position at the Associate level (possibly advanced Assistant) to begin August 2000. Ph.D. in Industrial/Organizational Psychology required. Prefer candidates with an established research program and teaching experience at undergraduate and graduate levels. The Department has 28 full-time faculty, four I/O, committed to training in an M.A. program, expanding initiatives in human resource management, 800 undergraduate majors and over 50 graduate students. Information about the department is available at ([http://www.uncc.edu/colleges/arts\\_and\\_sciences/psychology/](http://www.uncc.edu/colleges/arts_and_sciences/psychology/)). Applications - including a vita, statements of teaching philosophy and research program, Graduate transcripts, and three letters of recommendation - should be

sent to Dr. David Gilmore, Search Committee, Department of Psychology, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223. The review of candidates will begin December 1, 1999, and continue until the position is filled. AA/EOE. NC7

#### NORTH DAKOTA

**FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA** The Department of Psychology at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in General/Experimental Psychology for Fall, 2000. This individual should have research expertise in social psychology and/or quantitative methods, and must be able to teach undergraduate courses such as introductory psychology, social psychology, and statistics. Requirements include: a Ph.D. in psychology (received or expected prior to 8/00); a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); plans to establish and maintain an active, independent research program; evidence of quality teaching skills/potential. The successful candidate will be expected to teach and participate in the department's undergraduate and graduate programs (Ph.D. programs in General/Experimental Psychology and Clinical Psychology). Members of underrepresented groups, including women and minorities, are strongly encouraged to apply. Applications will be accepted until the position is filled and review of applications will begin immediately. A letter of application, curriculum vita, and at least three letters of recommendation should be sent to: Chair, General/Experimental Psychology Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. *UND is an equal opportunity/affirmative action employer.* ND1

**FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA** The Psychology Department at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in Clinical Psychology for Fall, 2000. Requirements include: a Ph.D. in Clinical Psychology (received or expected prior to 8/00); completion of an APA-approved clinical internship; a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); plans to establish and maintain an active, independent research program; evidence of quality teaching skills/potential. The area of research specialization is open. The successful candidate will be ex-

pected to teach and participate in the department's undergraduate and graduate programs (Ph.D. programs in Clinical Psychology and General/Experimental Psychology). Members of underrepresented groups, including women and minorities, are strongly encouraged to apply. Review of applications will begin 10/15/99 and continue until the position is filled. A letter of application, curriculum vita, and three letters of recommendation should be sent to: Chair, Clinical Psychology Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. *UND is an equal opportunity/affirmative action employer.* ND2

#### OHIO

**THE COLLEGE OF WOOSTER** is seeking an Assistant Professor of Psychology (tenure track) beginning fall 2000, to teach undergraduate courses and advise undergraduate research theses. Courses to include Sensation and Perception with laboratory section, Introductory Psychology, and Statistics and Experimental Design on an alternating basis. Regular participation in the College's interdisciplinary first-year seminar is expected. Specialty area open to specialists in either sensation or perception, but preference given to applicants able to teach courses and advise theses in sensation/perception from a biological perspective. The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. *The college values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation. The College of Wooster is an Equal Opportunity, Affirmative Action Employer.* Send CV, sample of academic work, and 3 letters of reference to William B. Scott, Ph.D., Chair, Department of Psychology, College of Wooster, Wooster, Ohio, 44691. **APPLICATION DEADLINE IS NOVEMBER 30, 1999.** OHI

**THE UNIVERSITY OF AKRON** Faculty Search Associate Professor or Professor of Psychology One tenure track position as an Associate Professor or Full Professor of Psychology in Applied Cognitive Aging. We wish to recruit an established scientist with an active research program and a proven track record in obtaining external research support. Successful candidate will be expected to teach graduate and undergraduate courses in their area of expertise and advise graduate theses and dissertations. Desirable

areas of expertise include intervention methodology, perceptual processes, human factors and environmental design, however, we encourage applications from researchers within any area of applied cognitive aging. The successful applicant will be expected to publish in leading psychology/gerontology journals and obtain external funding for their research. Applicants who will enhance the diversity of the present ACA faculty are especially sought. Applications will be accepted until November 15, 1999, but the deadline may be extended until the position is filled. Start date is August 28, 2000 (could be as early as January 18, 2000). **Assistant Professor of Psychology** One tenure track position as an Assistant Professor of Psychology in our Applied Cognitive Aging program. We are looking for a psychologist with strong research interest in human aging coupled with expertise in biopsychology/neuropsychology. We encourage applications from individuals who have experience in assessment, evaluation, or intervention with older adults in applied settings. Primary teaching responsibility will be for the Psychology Department's undergraduate and graduate Biopsychology/Neuropsychology courses along with specialty courses within the applicant's interest area. The successful applicant will advise both masters and doctoral students. The position requires developing an active research program in human aging to complement existing strengths in our doctoral emphasis in Applied Cognitive Aging. He or she will also be expected to publish in leading psychology/gerontology journals and obtain external funding for their research. All requirements for the Ph.D. must be completed prior to the start date. Applications will be accepted until January 15, 2000, but may be extended until the position is filled. Start date is August 28, 2000. **Salary.** Starting salaries are competitive, benefits are excellent, as are the research and teaching facilities with computer labs for both teaching and research housed within the department. **The University of Akron** The University of Akron is among the 60 largest universities in the nation and has the third largest principal campus enrollment of Ohio's state universities. Today, nearly 24,000 students and 40 state and 70 countries are enrolled. The University offers 17 doctoral degree programs, 100 master's degree programs and options, and more than 200 majors leading to associate and undergraduate degrees. The University is situated in a metropolitan area having more than 2.8 million people. **The Department of Psychology** The successful applicant will join a 19 member research-oriented department with doctoral emphases in Applied Cognitive Aging, Industrial/Organizational

Psychology (including Industrial Gerontological specialization) and Counseling Psychology (APA accredited program). **Applications.** Send letter of application together with vita, reprints, and three letters of recommendation to Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 for the Associate or Professor position to Dr. Harvey L. Sterns (hsterns@uakron.edu), and for the Assistant Professor position to Dr. Karen Kopera-Frye (kkopera@uakron.edu). **EEO Statement:** *The University of Akron is an Equal Education and Employment Institution. Women and minorities are encouraged to apply.* OH2

**TWO FACULTY POSITIONS:** The Department of Psychology at **THE UNIVERSITY OF DAYTON** invites applications for two tenure-track positions for Fall, 2000. **CLINICAL PSYCHOLOGY:** This position is at the beginning or advanced Assistant Professor level, and requires a Ph.D. from an APA-accredited program and internship in clinical psychology with a specialization in child clinical psychology. Strong teaching skills and demonstrated scholarship are also required. Interdisciplinary interests, especially those reflecting a community psychology orientation (e.g., family and community studies, health psychology, minority studies, women's studies) are desirable. The position requires teaching and advising at undergraduate and graduate levels, supervision of master's theses, and research productivity. Send vita, a letter detailing teaching and research interests, copies of selected reprints and/or work products, and arrange to have three letters of reference sent to: John R. Korte, Ph.D., Chair, Clinical Search Committee, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. Applications must be received by December 20, 1999. **COGNITIVE PSYCHOLOGY/HUMAN COMPUTER INTERACTION:** This position is at the Assistant or Associate Professor level, and requires a Ph.D. from a program in psychology, human factors, cognitive science, or interdisciplinary information technology. Although all areas of cognitive psychology will be considered, preference will be given to those candidates who: (1) have experience in applications to computer systems (e.g., human computer interaction, electronic media communication, use of computers in teaching and learning); (2) are willing to participate in building an interdisciplinary program in the design of information systems; and/or (3) can support our Experimental/Human Factors program through their teaching and research. Teaching at both the undergraduate and graduate levels in cognitive psychology and/or human factors,

supervision of master's theses, and research productivity are required. Strong teaching skills and a record of scholarship are expected. Send vita, a letter detailing teaching and research interests and computer applications experience, copies of selected reprints and/or work products, and arrange to have three letters of reference sent to: David W. Biers, Ph.D., Chair, Cognitive/Human Computer Interaction Search Committee, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. Consideration of applicants will begin immediately and continue until the position is filled. The University of Dayton is the largest private university in the state of Ohio. The 18-member Department of Psychology offers master's level programs in Clinical (MPAC accredited), Experimental/Human Factors (HFES accredited), and General Psychology. Additional information about the University, the Department of Psychology, and the graduate programs is available at: <http://www.udayton.edu/>, <http://www.udayton.edu/~psych/>, and <http://www.udayton.edu/~psych/grad.htm>, respectively. *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.* OH3

**MATHEMATICAL PSYCHOLOGY- OHIO STATE UNIVERSITY:** The Department of Psychology at The Ohio State University invites applications for a faculty position in mathematical psychology. Rank is open, depending on availability of funds and qualifications of candidates. We are seeking candidates with interests in mathematical modeling of psychological phenomena and processes. Although we would be particularly interested in investigators working in the area of judgment and decision making, we are not limiting our search to that field. We invite applications from individuals in any domain of mathematical modeling in psychology. We seek applicants with a background or promise of a strong research program and a commitment to teaching both undergraduate and graduate level courses in mathematical psychology as well as in the candidate's area of specialization. The quantitative psychology program at Ohio State is a large and diverse program with 7 faculty and 8-10 Ph.D. students. Applicants should send a letter of interest, vita, and selected reprints (up to four) to the address below. Applicants for an Assistant Professor position should arrange for three letters of recommendation to be sent to the same address. Applicants for an Associate or Full Professor position may arrange for letters or may

submit contact information for three references. Send application materials to: Dr. Robert MacCallum, Quantitative Psychology Search Committee, Ohio State University, 1885 Neil Avenue, Columbus, OH 43210-1222. For further information contact Dr. MacCallum by email at [maccallum.1@osu.edu](mailto:maccallum.1@osu.edu). Applications will be reviewed beginning November 1, 1999, and this process will continue until the search is completed. *The Ohio State University is an Equal Opportunity and Affirmative Action employer.* OH4

**ASSISTANT PROFESSOR OF CLINICAL PSYCHOLOGY—MIAMI UNIVERSITY:** The Department of Psychology seeks an Assistant Professor (tenure-track) for its APA-accredited Ph.D. program in clinical psychology. Ph.D. required. Candidates should provide evidence of excellence in research and a strong commitment to both undergraduate and graduate education. Area of specialization is open, but one priority of the program is to strengthen its offerings in the cognitive-behavioral area. Women and minorities are especially encouraged to apply along with all other qualified applicants. A letter of application including a statement of research and teaching interests, curriculum vitae, 3 letters of recommendation, reprints & preprints should be sent to Clinical Search Committee, Department of Psychology, Miami University, Oxford, OH 45056. Deadline for receipt of applications is January 15, 2000. *Miami University is an affirmative action, equal opportunity employer.* OH5

**Clinical Health Psychology—The Department of Psychology at OHIO UNIVERSITY** is seeking a tenure-track assistant professor to help build the department's strong program in health psychology research. The primary criterion for appointment is excellence in clinical health research and teaching. However, preference will be given to candidates with interests in treatment outcome research, including modification of health risk behaviors (e.g., smoking, obesity) or intervention with pediatric health disorders (e.g., diabetes, asthma). The successful candidate will demonstrate evidence of programmatic research in clinical health psychology and a strong potential for external funding. Our clinical program is APA accredited and follows the scientist-practitioner model of training. Applicants should send vita, recent publications, a brief statement of research interests, and have three letters of recommendation sent to: Chair, Clinical Health Psychology Search Committee, Department of Psychology, Ohio University, Athens, Ohio 45701-2979. Deadline for applicants is January 15,

2000. *We strongly encourage applications from minority and women candidates. Ohio University is an Equal Opportunity/Affirmative Action Employer.* OH6

**ASSISTANT PROFESSOR OF PSYCHOLOGY THE OHIO STATE UNIVERSITY AT MANSFIELD** invites applications from research-oriented social psychologists who have a strong commitment to undergraduate education. Responsibilities include teaching general psychology, research methodology, social psychology and other courses from our curriculum and maintaining an active research program that can benefit from the involvement of advanced undergraduates as assistants. The normal teaching load at this time is 7 courses distributed over three quarters. Ph.D. and teaching experience required. OSU-Mansfield is a regional campus of the Ohio State University. It offers a broad range of lower division courses and complete baccalaureate programs in a few majors, including psychology. Regional campus faculty members hold rank in the university's psychology department and have access to all university resources. The campus is nestled in a pleasant, wooded setting and has approximately 1500 students, most of them commuters. Mansfield is located a little more than one hour from both Columbus and Cleveland. To assure consideration, send vita and three letters of recommendation by January 5, 2000 to Chair, Psychology Search Committee, The Ohio State University at Mansfield, 1680 University Drive, Mansfield, OH 44906. *The Ohio State University is an Equal Opportunity/Affirmative Action Employer.* OH7

The Department of Psychology at **KENYON COLLEGE** seeks to fill a **tenure-track opening** in the area of **Race and Ethnicity** beginning July 2000. The position will likely be at the Assistant Professor level. However, candidates with substantial teaching experience, including those at the Associate Professor level, are encouraged to apply. A Ph.D. (or near completion of a Ph.D.) is required. We seek a candidate with strong teaching skills, teaching experience, and a research program in which undergraduate students can participate. The position requires that the person teach courses in race and ethnicity (or cross-cultural or multi-cultural psychology), introductory psychology, and other courses in the person's specialty area. To apply, please send a vita, statement of teaching interests, statement of research interests, reprints/preprints, and three letters of recommendation to: Sarah Murnen, Chair of Search Committee, Psychology Department, Kenyon College, Gambier, OH 43022. (Email: [\[KENYON.EDU\]\(mailto:KENYON.EDU\)\). We will begin reviewing applications on December 10, 1999, and will continue accepting applications until the position is filled. \*Kenyon College is an equal opportunity employer and strongly encourages applications from women and ethnic minority candidates.\* OH8](mailto:MURNEN@</a></p>
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The Psychology Department at **BOWLING GREEN STATE UNIVERSITY** invites applicants for three tenure track positions at the Assistant Professor level and a Clinical Director position at the Associate Professor (tenure eligible) or Full Professor (with tenure) level beginning August 2000. **Behavioral Neuroscience (Assistant Professor).** Candidates in all areas of behavioral neuroscience are encouraged to apply, but must have a Ph.D. degree, an active research program with potential for external funding, and a commitment to teaching. The department offers an undergraduate major in neuroscience in conjunction with the biology department, and neuroscience faculty from both departments participate in the newly established Center for Neuroscience, Mind, and Behavior. **Child Clinical Neuropsychology/Behavioral Medicine (Assistant Professor).** Applications from candidates specializing in either clinical neuropsychology or behavioral medicine are welcome. Research and teaching interests must emphasize children and adolescents. A Ph.D. in clinical psychology from an APA-accredited program is required, as is a license (or eligibility for a license) to practice in Ohio. **Social Psychology (Assistant Professor).** Area of specialization is open. We seek a candidate with a Ph.D. in psychology who could work with faculty from an existing area of the department (behavioral neuroscience, clinical, cognitive, developmental, industrial/organizational) and holds the perspective that social behavior is a product of environmental, cognitive, and biological/evolutionary factors. **Clinic Director/Associate or Full Professor.** The primary responsibilities of this fiscal year position lie in directing the Psychological Services Center, the department's in-house clinic that provides training opportunities for clinical graduate students and outreach to the community. Directing the Center involves representing it effectively to managed health care organizations and community agencies as well as providing clinical supervision to doctoral students, both individually and on clinical teams. As such, broad clinical interests in assessment, treatment, clinical consultation and the skills needed to liaison with community agencies and work with a diverse client population are essential. Limited teaching at the graduate or undergraduate level and

contributions to research programs in the areas of behavioral medicine, child clinical, or community psychology are expected. A Ph.D. in clinical psychology from an APA-accredited program is required, as is a license (or eligibility for a license) to practice in Ohio. **RESPONSIBILITIES FOR ALL POSITIONS**, except as noted above, include teaching undergraduate and graduate courses in one's area of specialization, developing and maintaining a productive research program that can attract external funding, and mentoring graduate students. For information about our department and our teaching and research facilities, visit our web site at <http://www.bgsu.edu/departments/psych/>. BGSU is an AA/EEO employer and encourages applications from women, minorities, veterans, and persons with disabilities. To apply, send vita, three current original letters of reference, and statements of your research interests and teaching philosophy to: Faculty Search Committee; (specify area), Department of Psychology, Bowling Green State University, Bowling Green, OH 43403. Graduate school transcripts may be requested at a later date. Applications must be postmarked by **December 3, 1999** to be considered. **OH9**

**THE OHIO STATE UNIVERSITY MARION CAMPUS** is seeking applications for a tenure track Counseling or Clinical Psychology position at the Assistant Professor level. Duties emphasize teaching undergraduate courses such as Introductory, Abnormal, Counseling, Personality, and Adjustment. An active research program and professional service are expected. Qualifications include Ph.D. in Psychology in Counseling or Clinical, teaching experience, and scholarship. Starts Autumn Quarter 2000. Salary and benefits are competitive. Send vita, statements of teaching, research, and service experience, three letters of recommendation, and reprints to: Terry F. Pettijohn, Psychology Search Committee, The Ohio State University, 1465 Mt. Vernon Ave., Marion, OH 43302 by December 31, 1999. *The Ohio State University is an Equal Opportunity/Affirmative Action Employer.* **OH10**

The Psychology Department at **OHIO UNIVERSITY** is recruiting for a position in its Decision-Making and Social judgment program. This is a new program that includes faculty in social psychology, behavioral decision-making, and cognitive psychology. The program's emphasis is on human judgment processes, focusing on both basic research as well as on applied aspects of judgment such as medical and legal decision making. Rank is open, although we prefer a full professor or advanced associate who can help direct the

program and recruit new faculty during the next few years. Candidates should send a letter of application, curriculum vitae, copies of recent publications, a statement of research interests, and three letters of recommendation to Mark Alicke, Chair, Decision-Making and Social Judgment Search Committee, Department of Psychology, Ohio University, Athens, Ohio 45701-2979. Inquiries about the position can be directed to Mark Alicke by telephone (740-593-1068) or by e-mail ([alickem@oak.cats.ohiou.edu](mailto:alickem@oak.cats.ohiou.edu)). *We strongly encourage applications from minority and women candidates. Ohio University is an Equal Opportunity/Affirmative Action Employer.* Review of applications will begin December 15, 1999. **OH11**

**MIAMI UNIVERSITY — Social Psychology positions:** The Department of Psychology at Miami University expects to make two appointments in Social Psychology, at the rank of Assistant Professor, effective Fall Semester, 2000. 1) A tenure-track appointment; and 2) A one-year visiting position, with renewal for a second year possible. The successful candidate for each position must have completed the Ph.D., is expected to provide high-quality teaching at the undergraduate level and in a Ph.D.-level graduate social psychology program, and to exhibit excellence in research. The Social Psychology program is one of four graduate programs (along with brain and cognitive science, developmental, and clinical) in the department. *Miami University is an Equal Opportunity/Affirmative Action employer and applications from women and minorities are especially encouraged.* Please indicate whether an application is for the tenure-track or the visiting position. Please send a letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Arthur G. Miller, Chair, Social Search Committee, Department of Psychology, Miami University, Oxford, Ohio, 45056. Review of applications will begin in January, 2000 and continue until the positions are filled. **OH12**

**HEALTH PSYCHOLOGIST, CLEVELAND STATE UNIVERSITY,** Department of Psychology, invites applications for a tenure-track faculty member whose specialization is health psychology. We conceptualize health psychology broadly; we are interested in receiving applications from individuals with research interests in such areas as behavioral medicine; brain imaging; cognitive neuroscience; genetic counseling and testing; health issues of specific populations (e.g., women, children, underserved populations, the elderly, minorities); health promotion; and public health psychology. The

University has a multifaceted research and education relationship with the Cleveland Clinic Foundation, and two other major medical centers providing potential research sites are located within five miles of our campus. The rank of appointment will be Assistant Professor. Preferred starting date: August 21, 2000. Minimum qualification: All requirements for a Ph.D. in psychology or related field must be completed by August 21, 2000. Preferred qualifications: Record of scholarship commensurate with experience; record of external sponsorship of research; post-doctoral experience; research interests in an area of health psychology; and teaching experience. To apply, submit a letter describing your qualifications and research program, your curriculum vitae, and representative (p)reprints (if available); you should also arrange for at least three letters of recommendation to be provided on your behalf. All materials should be sent to Albert F. Smith, Chair, Health Psychology Search Committee, Department of Psychology, Cleveland State University, 2300 Chester Av., Cleveland, OH 44114-3696. (Questions may be directed to Dr. Smith by telephone on 216/687-3723, or by e-mail on [a.f.smith@popmail.csuohio.edu](mailto:a.f.smith@popmail.csuohio.edu).) Review of applications will commence on December 6, 1999. *Cleveland State University is an equal access institution, and an equal opportunity/Action employer.* **OH13**

## OKLAHOMA

Post Doc in Applied Cognition: Air Traffic Control A post-doctoral position on a cooperative agreement between the **UNIVERSITY OF OKLAHOMA'S** Department of Psychology and the FAA's Civil Aeromedical Institute is available to researchers interested in studying air traffic controllers and related cognitive issues. Applicants with a Ph.D. (ABD) in any area that could be brought to bear: cognitive psychology, social psychology, industrial engineering, human factors, cognitive ergonomics, cognitive anthropology, are invited to apply. The successful applicant will have managerial and supervisory responsibilities and will collaborate on research with the PI and students. I anticipate a starting salary for PhDs of 30K and a start date in early 2000. The position is renewable and opportunities to teach can be negotiated for interested applicants. The University of Oklahoma is located in Norman, OK, a college town of 90,000 just 20 minutes from OKC, the Civil Aeromedical Institute, and the FAA training academy. Applicants should send a letter of intent, a vita/resume, 3 letters of recommendation, and p/reprints to Frank Durso, Department of Psy-

chology, University of Oklahoma, Norman, OK 73019. Application review will continue until the position is filled. **OK1**

**The Department of Psychology at the UNIVERSITY OF OKLAHOMA** seeks applicants for four (4) tenure track positions. Successful applicants will be expected to maintain active research programs, secure extramural funds, direct doctoral students, participate in undergraduate education, and integrate with existing graduate training programs in Cognitive, Social/Personality, Quantitative, Industrial/Organizational, Biological, and Developmental psychology. Applicants must have a Ph.D. by the time of appointment. Applicants from women and minorities are especially welcome. **SOCIAL PSYCHOLOGY—Two (2) Assistant Professor positions.** Applicants in any area of social psychology will be considered although candidates with specializations in basic affective, cognitive, and motivational processes underlying complex social phenomena are of particular interest. Ability to teach personality or contribute to other program areas is desirable. (Contact: Dr. Carolin Showers—[cshowers@ou.edu](mailto:cshowers@ou.edu)) **HUMAN-COMPUTER INTERACTION—Assistant Professor.** Applicant must have contributed to the HCI literature and be able to teach graduate and undergraduate survey courses in HCI and will be expected to become involved with the University's Human-Technology Interaction Center, a multidisciplinary research center involving 10 departments across 5 of the University's colleges. (Contact: Dr. Scott Gronlund—[sgronlund@ou.edu](mailto:sgronlund@ou.edu)) **INTRODUCTION TO PSYCHOLOGY—Assistant Professor.** Applicant must have a strong commitment to undergraduate instruction with a special focus on introductory psychology. Applicant will be expected to lead and coordinate the department's efforts in introductory psychology instruction. This position will emphasize teaching to a greater degree, but applicants are expected to have a demonstrable commitment to research in some content area of psychology or in instructional methods, teaching of psychology, etc. Demonstrated experience with multimedia technology and web-based course technology is highly desirable. (Contact: Dr. Joseph L. Rodgers—[jrogers@ou.edu](mailto:jrogers@ou.edu)) Screening of applicants will begin December 15, 1999, and continue until positions are filled. Candidates must send a letter of intent, current vita, re/preprints, statement of teaching and research interests, evidence of teaching ability, and a minimum of three letters of recommendation to the respective contact person for each search. Address: Department

of Psychology, University of Oklahoma, Norman, OK, 73019. Inquiries about positions: Phone: (405) 325-4511, FAX 325-4737. *The University of Oklahoma is an Affirmative Action/Equal Opportunity Employer and has a policy of being responsive to dual career couples.* **OK2**

**OKLAHOMA BAPTIST UNIVERSITY Psychology Department:** invites applications for a tenure track Assistant (or Associate) Professor position to begin August 2000. The position involves teaching 12 hours each semester and 3 hours every other January term of the following courses: Developmental Psychology, History of Psychology, Abnormal Psychology, Theories of Personality, Counseling Theory and Practice, Tests and Measurements and possibly General Psychology, Introduction to Psychology Seminar, and a graduate course in Family Psychopathology. The position also requires academic advising of students. The ability to involve undergraduates in research is desirable. Ph.D. preferred; ABD considered. Review of applications begins immediately and will continue until the position is filled. OBU is a nationally recognized liberal arts university which emphasizes teaching, scholarship, and active Christian commitment. Send curriculum vitae, three letters of recommendation, transcripts, teaching evaluations (if available) and representative reprints (if available) to Dr. Oscar Jeske, Chair, Department of Psychology, Oklahoma Baptist University, 500 W. University, Shawnee, OK 74801. **OK3**

#### OREGON

**THE UNIVERSITY OF OREGON Psychology Department** invites applications for a tenure-track position in systems neuroscience to begin September 2000. The position is for Assistant Professor, but unusually strong applicants at the early Associate level will be considered. Area of research interest is open, but we anticipate that the successful candidate will interact both with members of the department and the Institute of Neuroscience. We are seeking active researchers who also are committed to excellence in teaching. Send vita, reprints, and at least 3 letters of recommendation to: Systems Neuroscience Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be submitted by December 15, 1999. *The University of Oregon is an EOE/AA/ADA institution committed to cultural diversity.* **ORI**

**THE UNIVERSITY OF OREGON Psychology Department** invites applications for a tenure-track position in clinical psychology to begin September 2000. The position is for Assistant Professor, but unusually strong applicants at a higher level will be considered. Area of research interest is open. We are seeking active researchers who also are committed to excellence in teaching. The clinical psychology program is accredited by the American Psychological Association and is composed of a research-oriented faculty with broad interests in psychology as a clinical science. Send vita, reprints, and at least 3 letters of recommendation to: Clinical Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be submitted by December 15, 1999. *The University of Oregon is an EOE/AA/ADA institution committed to cultural diversity.* **OR2**

#### PENNSYLVANIA

The Department of Psychology at **CARNEGIE MELLON UNIVERSITY** anticipates a faculty opening at the Assistant or Associate Professor level in each of three areas: **COGNITIVE PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY, and SOCIAL/PERSONALITY/HEALTH PSYCHOLOGY.** Within cognitive psychology, the focus is on complex mental functions, and relating it to computational modeling and/or brain function is an asset. Within developmental psychology, we seek candidates who focus on mechanisms of cognitive, motor, perceptual or social development, using a variety of rigorous methodologies. Candidates with interests in the relation between cognitive development and instruction are also encouraged to apply. For the Social/Personality/Health psychology position, we are interested in persons studying stress and coping, relationships, emotions, or personality, especially in relation to mental and physical health outcomes or health relevant biological endpoints. Researchers in these areas with degrees in social, personality, clinical, or health psychology are encouraged to apply. Candidates should have an exceptional research record as well as excellent teaching skills. Send vita, statement of research interests, representative publications, and three letters of recommendation addressed to "Chair, (appropriate area: cognitive, developmental or social) Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213". Application deadline: December 1, 1999. *An affirmative action/equal opportunity employer.* **PA1**

**PSYCHOLOGY PENN STATE, SENIOR-LEVEL NEUROSCIENTIST.** As part of a major university-wide expansion in the life sciences, the Department of Psychology at Penn State University announces a search in cognitive, computational, or behavioral neuroscience. Senior-level candidates who wish to play a leadership role in building Penn State's growing programs in neuroscience are encouraged to apply. Additional information about the Department may be found at: <http://psych.la.psu.edu> Send a statement of research and teaching interests, vita, three letters of recommendation, and recent reprints to: Neuroscience Search Committee, Box O, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately. Applications will be considered until position is filled. *AA/EOE.* **PA2**

**Clinical Psychologist. BUCKNELL UNIVERSITY** Clinical Psychologist. Bucknell University seeks a Boulder-model (scholar-practitioner) clinical psychologist to fill an entry-level tenure-track position beginning in the fall of 2000. Teaching assignment includes courses in abnormal, personality, clinical psychology, and participation in a team-taught general psychology course and college-wide programs of general education. Opportunity exists to create new courses according to interest and expertise. Research must have the potential to attract and involve undergraduate and master's students. Applicants must have Ph.D. or be able to complete it by 9/00. Psychology program at Bucknell is academically oriented, with a tradition of faculty scholarship involving students. Bucknell is a highly selective, primarily undergraduate (3400 undergraduates and 250 masters students) institution, combining a strong liberal arts tradition with characteristics of a comprehensive university. Situated in an attractive setting, Bucknell supports an active cultural life that can be supplemented by visits to New York, Washington, Philadelphia or Baltimore, each of which is within a 3-4 hour drive. Send vitae and 3 letters of reference to: Search Committee, Department of Psychology, Bucknell University, Lewisburg, PA 17837. Materials must include evidence of success or promise at teaching and research. Applications will be reviewed beginning 11/15/99, and continue until the position is filled. *Bucknell encourages applications from women and members of minority groups (EEO/AA).* 570-577-1200 or [daubman@bucknell.edu](mailto:daubman@bucknell.edu) for more information. **PA3**

**PSYCHOLOGY, PENN STATE.** The Department of Psychology at Penn State is seeking senior level candidates for a tenured position in Child Clinical Psychology. We seek individuals with outstanding records of scholarship in any area of specialization who will contribute to our nationally prominent training program in child clinical psychology. Our program emphasizes the integration of child clinical and developmental psychology through work in the Department's own Child Study Center and within Penn State's Child, Youth, and Family Consortium, a university-wide effort designed to promote research and application across disciplines. Additional information about the Department may be found at <http://psych.la.psu.edu>. Send a letter of interests, vita, and recent reprints to Pamela Cole, Chair, Child Clinical Search Committee, Box O, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately, and will continue until the position is filled. *AA/EOE.* **PA4**

**PSYCHOLOGY, PENN STATE.** The Department of Psychology at Penn State is seeking candidates for a tenure-line position in Developmental Psychology, with an emphasis on social development. Outstanding scholars at any level may apply, but we are especially interested in senior candidates with outstanding records of scholarship in the area of social development. The specific focus in social development is open. The Department's own Child Study Center and Penn State's Child, Youth, and Family Consortium, a university-wide effort designed to promote research and application across disciplines, provide an exceptional setting for developmental pursuits. Additional information about the Department may be found at <http://psych.la.psu.edu>. Send a letter of interests, vita, and recent reprints to Jeffrey Parker, Chair, Developmental Search Committee, Box O, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately upon receipt and will continue until the position is filled. *AA/EOE.* **PA5**

**PSYCHOLOGY, PENN STATE.** The Department of Psychology at Penn State is seeking senior level candidates for a tenured position in Industrial/Organizational Psychology. We seek individuals with outstanding records of scholarship who will help to provide senior leadership within our nationally recognized I/O program. Area of specialization is open. Additional information about the Department may be found at: <http://psych.la.psu.edu>. Send a letter of interests, vita, and recent reprints to David Day, Chair, I/O Search Committee, Box O, Department of Psychology, Penn State,

University Park, PA 16802. Review of applications will begin immediately, and will continue until the position is filled. AA/EOE. PA6

**PSYCHOLOGY, PENN STATE.** The Department of Psychology at Penn State is seeking candidates for a tenure-line position in "Child Development for Education". The individual will contribute to both the Department's Child Study Center (CSC) and to Penn State's Child, Youth, and Family Consortium (CYFC). Doctorate may be in developmental psychology, child-clinical psychology, human development, educational psychology or related fields, as long as training concerns basic processes in child development. Educational focus is defined broadly, e.g., the study of how basic representational processes in cognitive development inform educational practice or of how educational programs or technologies may be designed to promote academic success for all students, including those from diverse cultural backgrounds or those at cognitive or emotional risk. We anticipate hiring at the junior level, although inquiries from senior level candidates are encouraged as well. (See related Penn State ads in Child-Clinical and Developmental Psychology and departmental information at <http://psych.la.psu.edu>.) Send a letter of interest, vita, sample papers, and names of references (or inquiries) to Lynn Liben, Chair, Child Development for Education Search Committee, Box 0, Department of Psychology, Penn State, University Park, PA 16802, or [liben@psu.edu](mailto:liben@psu.edu). Review of applications will begin immediately, and will continue until the position is filled. AA/EOE. PA7

**COGNITIVE NEUROSCIENCE, DEPARTMENT OF PSYCHOLOGY, GETTYSBURG COLLEGE.** The Department of Psychology invites applications for a tenure-track position at the Assistant Professor level beginning Fall, 2000. Candidates for the position should have a Ph.D. in cognitive psychology or cognitive neuroscience. The successful candidate will be expected to teach in our rigorous undergraduate program, to supervise undergraduate research, and to maintain an active personal research program. Teaching responsibilities will include lower-level and advanced laboratory courses in cognitive neuroscience and at least one additional core course for the major. 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 2,300 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 December 1, 1999. Send letter of application describing teaching and research interests, curriculum vitae, reprints/preprints, and three letters of recommendation to: Janet Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA8

**Associate/Full Professor Clinical/Health Psychology.** The Department of Social Sciences invites applications from Clinical/Health Psychologists for a tenure-track position to serve as Director of a new Health Psychology program which offers specialization in the following areas: General Health Psychology, Addictions Counseling, Rehabilitation Psychology, and Health Case-management. The successful candidate will also teach in the program. Applicants must possess a doctorate in psychology with health-related experience, have previous college-level teaching, and a program of research. A track record in obtaining extramural research funding is a plus. Deadline for all materials November 30, 1999. Starting date August 15, 2000. Send letter outlining reasons you qualify for this position, current c.v., reprints and preprints, and the names, addresses, and phone numbers of three references to: Joseph V. Lambert, Ph.D., Chairman, Department of Social Sciences, UNIVERSITY OF THE SCIENCES IN PHILADELPHIA, 600 S. 43<sup>rd</sup> Street, Philadelphia, PA 19104. *Equal Opportunity/Affirmative Action Employer.* PA9

**CLINICAL PSYCHOLOGY:** The Department of Psychology at TEMPLE UNIVERSITY is seeking an outstanding clinical psychologist for a tenure system appointment at the rank of assistant professor for Fall, 2000. We seek a clinical psychologist with a commitment to the study of psychopathology, broadly defined. We seek someone with the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Preference will be given to candidates with a Ph.D. in clinical psychology from an APA-accredited program. This position is pending final budgetary approval. All applicants should send a curriculum vita, a statement of research interest, a statement of undergraduate and graduate teaching interests, three letters of recommendation, and copies of representative publications to: Chair, Clinical Search Committee, Department of Psychology, Weiss Hall, Temple University, Philadelphia, PA 19122-6085. *Mi-*

*nority and women candidates are especially encouraged to apply.* PA10

**Assistant/Associate Professor Clinical/Health Psychology.** The Department of Social Sciences invites applications from Clinical/Health Psychologists for a tenure-track position to teach undergraduate and graduate courses in a new Health Psychology program which offers specialization in the following areas: General Health Psychology, Addictions Counseling, Rehabilitation Psychology, and Health Case-management. Applicants must possess the doctorate in clinical psychology, have previous college-level teaching experience, and a program of research. Licensed or license-eligible in Pennsylvania. Deadline for all materials November 30, 1999. Starting date August 15, 2000. Send letter outlining reasons you qualify for this position, current c.v., reprints and preprints, and the names, addresses, and phone numbers of three references to: Joseph V. Lambert, Ph.D., Chairman, Department of Social Sciences, UNIVERSITY OF THE SCIENCES IN PHILADELPHIA, 600 S. 43<sup>rd</sup> Street, Philadelphia, PA 19104. *Equal Opportunity/Affirmative Action Employer.* PA11

**ASSISTANT PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY.** The Psychology Department of SHIPPENSBURG UNIVERSITY is seeking applications for a tenure-track position at the assistant professor level beginning in August 2000. Applicants must have a Ph.D. in I/O Psychology and be actively involved in research in some area of I/O Psychology. ABD will be considered on a contingent contract basis. Preference may be given to individuals whose primary areas are in an applied area such as training and development, group and team processes, conflict resolution and leadership, but all candidates will be considered. Responsibilities include teaching courses in Industrial Organizational Psychology, a graduate level course in applied Group Dynamics, Social Psychology, and General Psychology. The successful candidate will involve students in scholarly activity outside the classroom and have the opportunity to participate in the university's new Academy of Leadership and Change which will provide training and leadership experiences for state university system personnel and the surrounding regional communities. A demonstration of teaching effectiveness will be required as part of the interview. Shippensburg University is within commuting distance from the Pennsylvania state capitol complex in Harrisburg, Pennsylvania, Baltimore, and Washington, D.C. metropolitan areas. Our 16 member

department takes pride in its excellent teaching reputation and currently serves 240 undergraduate and 50 graduate majors. We have our own micro-computer lab, chemical senses research laboratory, animal research facilities, and video-taping observation room areas. Salary/benefits competitive. Applications should be received by January 7, 2000 for initial screening, but will be accepted until the position is filled. Please send a letter of application, a current vita, three (3) letters of recommendation, and an official graduate transcript to: I/O Search Committee, Psychology Department, Shippensburg University, Shippensburg, PA 17257. *Shippensburg University is committed to equal employment opportunity. Women, persons of color, veterans, and the disabled are encouraged to apply.* PA12

**ASSISTANT PROFESSOR OF PSYCHOLOGY.** The Psychology Department of SHIPPENSBURG UNIVERSITY seeks applications for a tenure-track position at the assistant professor level beginning in August 2000. Applicants must have a Ph.D. in Psychology with an emphasis in Personality, and subfields of Forensics or Multicultural Psychology, and be actively pursuing a program of research in personality. ABD will be considered on a contingent basis. The ability to teach a broad range of undergraduate courses including Personality Psychology, General Psychology, and a graduate level course in the subfield area of expertise is required. Familiarity with cooperative learning and student interactive teaching techniques is a plus. The successful candidate will involve students in scholarly activity outside the classroom. A demonstration of teaching effectiveness will be required as part of the interview. Shippensburg University is within commuting distance from the Pennsylvania state capitol complex in Harrisburg, Pennsylvania, and is close to the Baltimore and Washington D.C. metropolitan areas. Our 16 member department takes pride in its excellent teaching reputation and currently serves 240 undergraduate and 50 graduate majors. We have our own micro-computer lab, chemical senses research laboratory, animal research facilities, and video-taping observation room areas. Salary/benefits competitive. Applications should be received by January 7, 2000 for initial screening, but will be accepted until the position is filled. Please send a letter of application, a current vita, three (3) letters of recommendation, and an official graduate transcript to: Personality Search Committee, Psychology Department, 871 Old Main Drive, Shippensburg University, Shippensburg, PA 17257. *Shippensburg University is com-*

mitted to equal employment opportunity. Women, persons of color, veterans, and the disabled are encouraged to apply. PA13

**UNIV. OF PITTSBURGH AT BRADFORD** invites applications for anticipated tenure-track position as Assist. Prof. in Social Psychology to begin Fall 2000. Responsibilities include teaching undergrad. courses, academic advising, supervision of undergrad. research, scholarship and service. Ph.D. required; previous teaching experience preferred. Application evaluation begins Dec. 1, 1999, and continues until position is filled. Send vita, teaching statement, transcripts, and 3 letters of recommendation to: Dr. Warren Fass, Chair, Psychology Search Committee, Univ. of Pittsburgh at Bradford, 300 Campus Dr., Bradford, PA 16701. Applications from women and minority candidates are especially encouraged. AA/EOE. PA14

**COGNITIVE PSYCHOLOGIST.** The Psychology Department of ALLEGHENY COLLEGE invites applications for a tenure track position at the assistant professor level beginning Fall 2000. Minimum qualifications are a Ph.D., experience teaching at the undergraduate level, and demonstrated interest in liberal arts education. The successful candidate will be prepared to teach Cognitive Psychology, Research Design and Statistics, and an upper-level course such as Cognitive Development or Cognition and Aging, and to supervise senior research projects. Teaching is the primary focus; an active program of research with student collaboration is also expected. All faculty participate in college-wide freshman/sophomore seminars that emphasize writing and speaking. Preference will be given to candidates interested in taking part in interdisciplinary programs such as Women's Studies or Neuroscience. Allegheny is a highly selective undergraduate college 90 miles north of Pittsburgh that emphasizes excellence in teaching. Send curriculum vitae, letter describing teaching philosophy and research interests, and three letters of reference by December 31 to Dr. Elizabeth Weiss Ozorak, Chair, Search Committee, Department of Psychology, Allegheny College, Meadville, PA 16335. EOE. Women and minorities are particularly encouraged to apply. PA15

**Department of Psychology at KUTZTOWN UNIVERSITY** invites applications for a tenure-track position in experimental psychology at the assistant professor level. A Ph.D. degree in experimental psychology from an academic department of psychology, a strong methodological/quantitative background and the completion of a successful interview on campus are required.

Candidates should be able to demonstrate excellence in teaching as well as research. Course load is 12 s.h. and involves graduate and undergraduate teaching. Candidates should be able to teach some combination of general psychology, learning and motivation, sensation and perception, history and systems, and quantitative courses (statistics, experimental psychology, etc.). Ability to teach child and adolescent psychology is desirable. Send letter of interest, vita, official transcripts, and three current letters of recommendation to Prof. Thomas Wolfe, Chair, Search Committee, Department of Psychology, Kutztown University, Kutztown, PA 19530. All materials must be received by January 10, 2000. *Kutztown University is an Affirmative Action/Equal Opportunity Employer and a member of the PA State System of Higher Education.* PA16

**Social/Personality Psychologist.** The Psychology Department at LEHIGH UNIVERSITY invites applications for a tenure-track position at the rank of Assistant Professor effective Fall 2000. We seek social/personality psychologists who can contribute to our Ph.D. program in Psychology, which emphasizes cognition and development (see <http://www.lehigh.edu/~inpsy/gradprog.html>). Preference will be given to candidates with a cognitive orientation and research interests in health or environmental issues, broadly defined. Strong quantitative background and ability to teach quantitative methods at the graduate level is a plus. For full consideration, please send vita, statement of research and teaching interests, representative publications, and three letters of reference by January 3, 2000 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.* PA17

The Psychology Department of LEBANON VALLEY COLLEGE is accepting applications for a tenure-track assistant professor position starting in the fall of 2000. Lebanon Valley College is a small 4 year liberal arts college with approximately 1400 students. It is located in Annville, Pennsylvania which is 75 minutes away from Baltimore, two hours from Philadelphia and three hours from New York City. This position involves undergraduate teaching in courses such as Introductory and General Psychology, Experimental Psychology, Statistics, Social Psychology as well as some upper level courses in the person's specialty. We will accept applications from all areas of specialization. Minimum qualifications include a Ph.D. or equivalent in psychology and potential for

teaching excellence. A strong research background is also preferred, including the ability to conduct research projects with undergraduate students. Deadline for applications is 1/15/2000. Please send a cover letter that includes a statement of teaching/research interests, curriculum vita, a summary of previous student evaluations and three letters of recommendation to: Salvatore Cullari, Ph.D., Chairperson, Psychology Department, Lebanon Valley College, Annville, Pa. 17003. Please visit our homepage at <http://www.lvc.edu/www/psychology/index.html>. PA18

**MORAVIAN COLLEGE:** The Department of Psychology invites applications for a tenurable-track Assistant Professorship in developmental psychology beginning September 1, 2000. Candidates with training in cognitive development or social development are especially encouraged to apply, although the area of specialization is open. Responsibilities include teaching courses in child development, life-span development, research methods and statistics, introductory psychology, and courses in the candidate's area of expertise. Qualifications include a Ph.D. in psychology, and strong commitment to teaching and conducting research in a small liberal arts college environment. Candidates should submit a letter of application, vita, statement of teaching and research interests, teaching evaluations, representative reprints/preprints, and three letters of reference to: Dr. Dana S. Dunn, Department of Psychology, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650. The deadline for completed applications is January 5, 2000. Moravian College is an equal opportunity employer. Women and minorities are encouraged to apply. PA19

**Assistant Professor in Developmental Psychology:** The Department of Psychology at ST. JOSEPH'S UNIVERSITY seeks applications for a tenure-track position for September 2000 to support a robust undergraduate program and M.S. graduate program in experimental psychology. Ph.D. in psychology with an active research program in any of the developmental areas is required. The successful candidate will offer a variety of undergraduate courses (including introductory psychology, child development, life-span development, and the history and systems of psychology), graduate courses and a research program involving undergraduate and graduate students. Minority candidates are encouraged to apply. Send letter of application (including statement of research background and interests), a vita, and 3 letters of recommendation by December 31, 1999 to: Dr. Paul DeVito, Chair, Dept. of Psychol-

ogy, St. Joseph's University, 5600 City Ave., Philadelphia, PA 19131. EOE/M/W/D/V. PA20

**BEHAVIORAL MEDICINE POSTDOCTORAL RESEARCH FELLOWSHIPS** available at the UNIVERSITY OF PITTSBURGH. Program includes didactic training in physiology/psychophysiology, cardiovascular disease/pathophysiology, principles of behavior and behavior change, and research methods and statistics. 1-3 year program; stipends at current NIH levels of support. Must be a U.S. citizen or have permanent resident status in accordance with NIH regulations for a NRSA fellowship award. Majority of training is in the laboratory with training faculty, including Drs. Karen Matthews (Training Director), Matthew Muldoon (Co-Director), Sarah Berga, Lawrence Crawford, Jacqueline Dunbar-Jacob, Daniel Edmundowicz, Arthur Feldman, Rolf Jacob, J. Richard Jennings, Thomas Kamarck, Stephen Manuck, Marsha Marcus, Kenneth Perkins, Steven Reiss, Michael Scheier, Saul Shiffman, and Thomas Smitherman. Send statement of research interest and proposed work, curriculum vitae and 3 letters of recommendation to Karen Matthews, Ph.D., Department of Psychiatry, University of Pittsburgh, 3811 O'Hara Street, Pittsburgh, PA 15213; call (412) 624-2041 or E-mail: [arnoldla@msx.upmc.edu](mailto:arnoldla@msx.upmc.edu). EEOC/MF PA21

**THE UNIVERSITY OF PITTSBURGH AT JOHNSTOWN:** a four-year regional college, anticipates tenure-stream, full-time Assistant Professor position to begin late August 2000. Responsibilities: 12-hour course-load, research with undergraduates, committee responsibilities. Requirements: teaching experience, research experience, Ph.D. in Psychology with a specialty in Aging. Course-load: Child Development, Aging, courses in specialty area, and Introductory Psychology. Review of applications to begin Nov. 15 and continue until position is filled. Send: 1) vita, 2) statement of goals and interests, 3) teaching philosophy, 4) evidence of teaching and research, 5) transcripts (copies acceptable initially), and 6) three reference letters to Christy Barongan, Search Committee, Psychology Dept., University of Pittsburgh at Johnstown, Johnstown, PA 15904. *The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and Minorities are invited and encouraged to apply.* PA22

**Neuroscience Ph.D.: URSINUS COLLEGE** seeks to fill a newly-approved Assistant Professor tenure-track position in Psychology for Fall 2000. Desire a broadly trained neuroscientist whose re-

search focuses on human populations, with an interest in interdisciplinary inquiry. Appropriate backgrounds include cognitive psychology, behavioral neuroscience, philosophy, or related fields. Applicants should have a strong commitment to undergraduate teaching and research involving students. The successful candidate will be expected to teach psychology and neuroscience courses at the introductory and advanced undergraduate levels. Computer expertise in the discipline is desirable. Ursinus College is a highly selective, nationally ranked, independent, co-educational residential liberal arts college of 1200 students located about 25 miles from center city Philadelphia. Applicants should arrange for the following to be sent: letter of application, vitae, copies of relevant papers, evidence of teaching effectiveness, transcripts, and three confidential letters of recommendation to Catherine Chambliss, Chair, Psychology Search Committee, Ursinus College, Collegetown, PA 19426-1000. Materials should arrive by January 10. Applications received after the deadline will be considered if the position is still open. Ursinus is strongly committed to diversity in its faculty and encourages applications from women and minorities. PA23

**RESEARCH ASSOCIATE - STATISTICAL ANALYST** A full-time Research Associate specializing in statistical analyses is needed for a position within the Methodology Center at the PENNSYLVANIA STATE UNIVERSITY to work with the Fast Track Program. This individual will be a non-tenure track faculty associate of The Methodology Center, directed by Linda Collins, and will serve as the senior cross-site analyst for the Fast Track Program, directed (at PSU) by Karen Bierman, Mark Greenberg, and Linda Collins. Responsibilities will be to provide leadership in statistical analyses across the four Fast Track sites, coordinate analytic activities across the four sites, conduct longitudinal analyses evaluating developmental models of risk and determining the impact of prevention activities, supervise graduate students working on analytic projects, and assist with the written presentation of results. Applicants with doctorate degrees should have training and experience in prevention methodology, quantitative psychology, or biostatistics, and superior communication and organizational skills. Fluent knowledge of SAS and experience with longitudinal data analyses (latent growth curve analyses, HLM, survival analyses) are required. Interested candidates should send cover letter with vita and references to Tina Meyers, tmm2@psu.edu, The Methodology Center, 159

Henderson Building South, University Park, PA. 16802. (AA/EOE). PA24

**Psychology Faculty Position POSITION: INDIANA UNIVERSITY OF PENNSYLVANIA** invites applications for a permanent, tenure-track position in **Experimental Psychology - Learning** (Assistant Professor): initial appointment is for August, 2000. Teaching duties will include an undergraduate learning course with lab (non-animal). Additional assignments will be based on candidate's expertise and may include lab and non-lab courses in research methods. A commitment to excellence in both undergraduate and graduate education and research is essential. Individual initiatives in any form of scholarly activity, including grant writing, are encouraged. The current department of 23 offers an APA-accredited PsyD in clinical psychology which follows a practitioner model of training with a strong commitment to science-based education. Approximately 10-15 graduate students are accepted annually. The department also houses the Center for Applied Psychology, a clinical services facility, which provides opportunities for clinical training and research. On the undergraduate level, the department offers an arts and sciences degree with elective options of practicum experience, an honors program, and applied (chiefly I/O) psychology. There are approximately 450 undergraduate majors, IUP is the largest university in Pennsylvania's State System of Higher Education with an enrollment of approximately 14,000 and is located approximately 50 miles northeast of Pittsburgh. **QUALIFICATIONS:** Applicants should have a doctorate in psychology with a strong background in learning/learning theory. Specific content area is open but fit of content area with department needs will be considered. A research-based colloquium is required; the colloquium will be used to assess communication skills and research and teaching competence. Finalists will be selected after completion of on-campus interviews. **HOW TO APPLY:** Applications should be received by January 15, 2000, for full consideration. Letters of application detailing teaching and research interests and experience, vitae, transcripts, three letters of reference, and supporting materials should be sent to: Dr. Dave Grover, Chair - Learning Search Committee, Uhler Hall, Department of Psychology, IUP, Indiana, PA 15705. Additional information about the department and these positions is available from the department's website (<http://www.iup.edu/pcf>). *Women, people of color, and members of other underrepresented groups are especially encouraged*

to apply. IUP is an Affirmative Action/Equal Opportunity Employer committed to excellence through diversity. PA25

## RHODE ISLAND

**HUMAN COGNITION, BROWN UNIVERSITY:** The Department of Cognitive and Linguistic Sciences invites applications for a three-year renewable, tenure-track Assistant Professor appointment in human cognition beginning July 1, 2000. Applicants must have a strong research program combined with strong theoretical interests in some area of cognition, as well as a broad teaching ability in cognitive science at both the undergraduate and graduate levels. Applicants will be considered in areas including, but not limited to, decision-making, memory, attention, problem solving, reasoning, and spatial cognition. Applicants should have completed all PhD requirements by no later than July 1, 2000. Women and minorities are especially encouraged to apply. Send curriculum vitae, three letters of reference, representative publications and one to two page statement of research and teaching interests to Cognition Search Committee, Dept. of Cognitive and Linguistic Sciences, Brown University, Providence, RI 02912, by December 15, 1999. *Brown University is an Equal Opportunity/Affirmative Action Employer.* RI1

## SOUTH CAROLINA

**CLEMSON UNIVERSITY** Department of Psychology invites applications for two full time, tenure-track faculty positions at the Assistant or Associate Professor level beginning Fall 2000. **Position 1:** We seek a Social Psychologist with interests in Industrial/Organizational, Human Factors and/or Health Psychology. **Position 2:** Contingent on availability of funds, we seek a Clinical/Health Psychologist with primary interests in research and teaching. Requirements for both positions include a Ph.D. in psychology, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. The Department of Psychology at Clemson <http://hubcap.clemson.edu/psych/psych.html> is a research-oriented department with 21 full time faculty, 550 undergraduate majors, with graduate training in I/O, Human Factors and Occupational Health Psychology. Clemson University is a Land Grant Institution with over 17,000 students. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Applicants should submit a letter of interest, current Vitae, re-

cent reprints, and three letters of reference. Preference will be given to applications received prior to January 5th, 2000. Send applications to: Social Search Committee Chair (for Position 1) or Clinical Search Committee Chair (for Position 2), Department of Psychology, 415 Brackett Hall, Clemson University, Clemson, SC, 29634-1511. *Clemson University is a non-discriminatory, affirmative action, equal access employer that specifically invites women and minorities to apply.* SC1

**Charleston Alcohol Research Center at MEDICAL UNIVERSITY OF SOUTH CAROLINA** invites applications for (**Research Assistant/Associate Professor**) to direct its Office of Statistics and Data Management. This office provides statistical analysis, experimental design, database management and quality control support for alcoholism research conducted at the Center. Director will supervise and assist in providing these services to well-funded group of clinical and basic science researchers. Individual will be integral member of several research teams and will participate in all phases of the research process. Faculty appointment will be in Dept. of Psychiatry and Behavioral Sciences. Minimum qualifications include Ph.D. in quantitative psychology, biometry, statistics, or related discipline, and 2 or more years consulting experience in academic or industrial setting. Ability to effectively communicate technical results to applied researchers is required. Past experience with longitudinal data analysis in clinical trials is highly valued as is previous experience supervising Masters-level data analysts. Position is grant funded and salary/benefits are competitive. Review of applications will begin immediately. Applications will be considered until position is filled. *MUSC is an EEO/AA employer.* Interested persons should send letter of application, vita, reprints and 3 letters of recommendation to: Robert Peiffer, ARC Administrator, Institute of Psychiatry, 67 President Street, P.O. Box 250861, Medical University of South Carolina, Charleston, SC 29425. SC2

## TENNESSEE

**THE UNIVERSITY OF MEMPHIS Department of Psychology FACULTY POSITION IN COGNITIVE PSYCHOLOGY:** Pending state funding the Department of Psychology at The University of Memphis, invites applications for tenure-track position at the Assistant Professor level in cognitive psychology. Researchers in any area of cognitive psychology are encouraged to apply. However, special attention will be given to applicants who will assist us in de-



veloping further our interdisciplinary cognitive science program and who have research interests in higher-order cognitive processes (reasoning, problem solving, decision making, complex learning), human-computer interaction, and/or computational modeling. Special attention will also be given to applicants who build on existing strengths in our cognitive programs, which includes discourse processing, memory, social cognition, cognitive aging, and cognitive neuroscience. Our department currently employs 32 full-time faculty and offers Ph.D. degrees in clinical psychology, in school psychology, and in experimental psychology. Evaluations of candidates will begin December 1, 1999 but applications will be considered until the position is filled. Send curriculum vitae, three letters of recommendation, and reprints/preprints to: Dr. Art Graesser, Cognitive Search Committee, Department of Psychology, Campus Box 526400, The University of Memphis, Memphis Tennessee 38152-6400. *The University of Memphis is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.* TN1

#### Quantitative Position Description

The Department of Psychology and Human Development at Peabody College, **VANDERBILT UNIVERSITY** invites applications for a tenure line position in Quantitative Methods. Our preference is for an Assistant Professor (tenure track) but outstanding candidates at the Associate Professor (with tenure) also will be considered. Also, preference will be given to individuals who have strengths and interests in the analysis of psychological development or change. Desirable areas of expertise include: analysis of longitudinal data, hierarchical linear modeling, structural equation modeling categorical data analysis, and growth curve methodology. Responsibilities include teaching at both the graduate and undergraduate levels, independent research, as well as active participation in the ongoing research activities of the Department and the various research centers at the College, e.g., the John F. Kennedy Center for Research and Human Development. The review of applications will begin on November 1, 1999, and will continue until the position is filled. Applicants should send a vita, a representative sample of research papers, and three letters of reference to: David S. Cordray, Chair, Quantitative Search Committee, Box 512 Peabody College, Vanderbilt University, Nashville, TN 37212. E-mail david.s.cordray@vanderbilt.edu. *Vanderbilt University is an equal opportunity employer.* TN2

## TEXAS

The Department of Psychology and Neuroscience at **BAYLOR UNIVERSITY**: is accepting applications for three tenure-track positions at the Assistant Professor Level. Each position requires graduate and undergraduate teaching as well as an active program of research. One **CLINICAL** position requires teaching and involvement in Baylor's university based Psy.D. program in clinical psychology as well as the department's undergraduate program. Applicants should have graduated from an APA-accredited Ph.D. program in clinical psychology and have completed an APA-approved internship. Excellent teaching at both the undergraduate and doctoral levels as well as an active program of applied research, interest in clinical supervision, mentoring of doctoral students, and provision of limited clinical services is expected. The successful applicant will be license eligible in Texas. We are seeking a person with a strong emphasis in family/marital therapy and interests in one or more of the following areas would be welcomed: multicultural issues in clinical practice, neuropsychological assessment, geropsychology, organizational consultation, administration of mental health delivery systems, chronic mental illness, adolescence, substance abuse, behavioral medicine, forensic psychology, and history and systems. There are two methodology positions. One is a **CLINICAL/METHODOLOGY** position. We are seeking a psychometrician, who will also be involved in our Psy.D. program in clinical psychology in addition to involvement in undergraduate teaching. Candidates should have a strong interest in psychological measurement (psychometrics), clinical assessment, and statistics. A graduate of an APA accredited clinical program who is license eligible in Texas is preferred. The second **METHODOLOGY** position includes both undergraduate and graduate teaching responsibilities in statistics/methodology and there is a possibility of participation in the Institute for Graduate Statistics. For this position we are less interested in the specific area of psychology than we are in the potential for effective communication of quantitative concepts to students and a productive program of research. The successful applicant may come from areas such as social, personality, developmental, I/O, experimental, or another area of psychology but will have a solid statistics/methodology background. Review of applications will begin October 15 and will continue until the positions are filled. To insure full consideration your application should be complete by October 15, 1999. Send letter of application

(clearly identifying the position for which you make application: clinical, clinical/methodology, methodology), vita, reprints, and three letters of recommendation to: Faculty Search Committee; c/o Dr. Jim H. Patton, Chairperson; Department of Psychology and Neuroscience; P. O. Box 97334; Baylor University, Waco, TX 76798-7334. Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. *As an Affirmative Action/Equal Employment Opportunity Employer, Baylor University encourages minorities, women, and persons with disabilities to apply.* TX1

**RICE UNIVERSITY Psychology Department** seeks a **Health Psychologist** for a full-time faculty position (**open rank**) in the Fall, 2000. Rice University has joined with the University of Texas-Houston Health Science Center and Baylor Medical School in a major interdisciplinary research program to identify social determinants of health and to develop public health policies. A Psychologist is sought who will contribute to this initiative by conducting research and teaching courses on the **social and psychological factors contributing to health and illness**. Appropriate research interests include health promotion and the effects of community, peer, family, and work environments on stress, coping, and health. Applicants from a variety of psychological disciplines will be considered including Health, Social, Clinical, Human Factors, Developmental, and Organizational Psychology. Rice University is a highly selective institution located near downtown Houston and adjacent to the Texas Medical Center (TMC). The TMC employs over 51,273 people, is located in 100 permanent buildings on 675 acres, and has received over \$2 billion in research grants over the last five years. The individual hired will have the opportunity to develop research collaborations and joint appointments in the 42 member institutions of the TMC. The psychology department has Ph. D. programs in cognitive psychology (including cognitive neuropsychology) and industrial/organizational psychology and has interdisciplinary tracks in human factors/human-computer interaction. Applicants should submit a cover letter, vita, reprints, four letters of recommendation, and evidence of teaching effectiveness 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 position is filled. *Minority candidates and women are encouraged to apply.* Rice University is an Equal Opportunity/Affirmative Action Employer. TX2

**PSYCHOLOGY, Industrial/Organizational Psychologist.** **TEXAS A&M UNIVERSITY** anticipates a tenure-track assistant professor position starting Fall 2000. The position entails commitment to an active, independent research program and effective teaching at the graduate and undergraduate levels. We are seeking candidates with strong substantive interests in Organizational Psychology (e.g., leadership, motivation, job satisfaction, group behavior in the workplace, etc.) or Personnel Psychology (e.g., testing, selection, validation, performance appraisal, and related quantitative topics). Texas A&M offers a strong I/O program with significant resources to support faculty research. Applicants completing their Ph.D. by the Fall of 2000 and applicants who have several years post-Ph.D. experience are encouraged to apply. Applicants should submit a cover letter, vita, examples of research, statement of research program, evidence of teaching effectiveness, and have three letters of recommendation sent to: Winfred Arthur, Jr., Chair, I/O Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. E-mail address is wea@psyc.tamu.edu. Review of applications will begin November 1, 1999 and will continue until the position is filled. *Texas A&M is an Equal Opportunity/Affirmative Action Employer.* TX3

**The Department of Psychology at TEXAS A&M UNIVERSITY:** is seeking to fill a tenure-track position at the Assistant Professor level in **Developmental Psychology** starting fall 2000. The successful candidate will possess the doctoral degree, strong research interests in the area of developmental psychology, and evidence of teaching excellence in introductory psychology and developmental psychology. Persons with interests in infancy and perceptual development are especially encouraged to apply. It is also expected that the successful candidate will teach a specialty course related to his/her area of research. Completed applications will be considered until the position is filled. Send a curriculum vitae, a letter of interest, and three letters of reference to: Professor William Graziano, Department of Psychology, Texas A&M University, College Station, Texas 77843-4235. *Texas A&M University is an Equal Opportunity/Affirmative Action Employer.* TX4

**THE DEPARTMENT OF PSYCHOLOGY, TEXAS A&M UNIVERSITY,** invites applications for two full-time, tenure track positions in Cognitive Psychology. One position will be at the Assistant Professor level, and the other will be at the Assistant or Associate

Professor Level. Area of specialization within cognitive is open, but we are especially interested in candidates whose expertise complements our existing strength in creative cognition, broadly construed. Possible focal areas include, but are not limited to, aspects of conceptual functioning, memory, language, problem solving, and metacognition. Candidates selected to fill these positions will be expected to carry on a vigorous program of research, participate actively in graduate training, and contribute to graduate and undergraduate teaching. The ability to offer courses in sensation/perception and statistics is especially desirable for one of the two positions. The positions begin in the Fall term of 2000. Interested persons should send a curriculum vitae, a statement regarding research and teaching interests, sample research publications, and at least three letters of recommendation to Cognitive Psychology Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. Review of applications will begin November 15, 1999 and will continue until the positions are filled. Information describing the Department of Psychology can be obtained at <http://psychweb.tamu.edu>. *Texas A&M University is an Equal Opportunity/Affirmative Action Employer.* TX5

Recruitment for Staff Psychologist/Early Childhood Specialist A position is available immediately in the Department of Pediatrics at THE UNIVERSITY OF TEXAS-HOUSTON HEALTHSCIENCE CENTER. This position is comprised of training and research responsibilities. This person will collaborate on several large federally funded research projects on early childhood development and implementation of new early childhood programs. Mentoring is also available to help this person develop independent research programs and secure funding. Qualified applicants should send vitae to Susan H. Landry, PhD, 7000 Fannin, Ste. 2401, Houston, Texas 77030. TX6

UNIVERSITY OF TEXAS-HOUSTON HEALTHSCIENCE CENTER Recruitment for Post Doctoral Fellow: A 2 year funded fellowship in areas related to early childhood development, early childhood programming, and parenting, is available immediately. Applicants should be interested in developmental research issues related to high risk children and parenting. Clinical training is preferred but not essential. Competitive salary and fringe benefits. Send vita and letter of interest to: Susan H. Landry, PhD, Professor, Dept. of Pediatrics, University of Texas-Houston Health Science Center, 7000

Fannin, Ste. 2401, Houston, TX 77030. TX7

**ANGELO STATE UNIVERSITY.** The Department of Psychology and Sociology invites applications for a tenure-track position in Industrial-Organizational (I-O) Psychology, effective August 2000. A Ph.D. in Psychology is required. Salary range: \$ 37,250 - \$ 41,166 for nine months. The teaching load is 12 credit hours per semester and includes (a) undergraduate courses in general psychology, research methods, motivation, I-O psychology, and (b) graduate courses in research methods and I-O psychology. Candidates should demonstrate a strong commitment to quality teaching and research and willingness to provide leadership in a newly established M.S. program in I-O psychology. The department offers bachelors degrees in psychology and sociology, and masters degrees in three areas: general psychology, counseling, and I-O psychology. It has 10 full-time faculty, about 450 undergraduate majors, and about 60 graduate students. The University has a modern, attractive campus and about 6300 students. Send letter of application, vita, and three letters of reference to Dr. William Davidson, Psychology Search Committee, Department of Psychology and Sociology, Angelo State University, PO Box 10907, San Angelo, TX 76909. Review of Applications will begin January 3, 2000. *ASU is an Equal Opportunity/Affirmative Action Employer.* TX8

**Assistant or Associate Professor of Psychology.** The Interdisciplinary Doctoral Program in Leadership Studies and the Psychology Department at **OUR LADY OF THE LAKE UNIVERSITY** invite applications for a new nine-month joint position, starting August 2000. Candidates must have a doctorate in psychology or related field with a primary interest in applied research. Expertise is desired in organizational psychology, industrial psychology, or psychology in a health-care setting. Candidates must demonstrate interest and competency in teaching at the doctoral level. A record of research, scholarly publications and funded projects, or evidence of potential success in these areas, is also required. Applicants are encouraged to be explicit about their skills, knowledge and experience. Salary is competitive and commensurate with experience. Review of candidates will begin immediately and continue until the position is filled. Qualified applicants should send a letter of interest, current curriculum vita and the names of five references to: Search Committee/Psychology, c/o Raymond Boryczka, Center for Leadership Studies, Main 101, Our Lady of the Lake University,

411 S.W. 24<sup>th</sup> Street, San Antonio, Texas 78207. We invite interested candidates to visit our web site at [www.leadershipstudies.org](http://www.leadershipstudies.org) or e-mail the Search Committee at [boryr@lake.ollusa.edu](mailto:boryr@lake.ollusa.edu). *Our Lady of the Lake University is accredited by the Southern Association of Colleges and Schools and the American Psychological Association, and seeks employees who are committed to the values of Catholic higher education. Women and minorities are encouraged to apply.* AA/EEO TX9

**THREE ASSISTANT PROFESSOR TENURE TRACK POSITIONS AT THE UNIVERSITY OF NORTH TEXAS (TWO COUNSELING AND ONE CLINICAL).** Responsibilities for all three scientist-practitioner positions include: establishing a research program; teaching graduate and/or undergraduate courses; practicum supervision; and thesis/dissertation supervision. Evidence of the ability to sustain an externally funded research program is desirable. Qualifications are completed APA internship and PhD from APA-approved program and licensed or license eligible in Texas. **COUNSELING PSYCHOLOGY:** The UNT Counseling Program is APA-approved with 7 full-time/4 part-time faculty. Position one has primary teaching and research interests in marriage and family therapy; human sexuality; persons with complementary interests are encouraged to apply. Position two has primary teaching and research interests in child/adolescent psychology; persons with complementary interests are encouraged to apply. Applied experience in primary interest areas is desirable, as is interest in seeking external funding for programmatic research. Send vita, three letters of reference and reprints to: Dr. Larry Schneider, Director of Counseling Psychology, Department of Psychology, Box 311280, UNT, Denton, TX 76203-1280. **CLINICAL PSYCHOLOGY:** The UNT Clinical Program is APA-approved with 8 full-time faculty. The Clinical Program is seeking a person capable of supervising research and clinical activities of graduate students. Applicants should be research-oriented clinical psychologists with specialty training in clinical child psychology and programmatic interests in various aspects of research and applications with children and/or adolescents. Additional preference would be for expertise in child and adolescent psychopathology, or psychological interventions with children and adolescents. Send vita, three letters of reference and reprints to: Dr. Kenneth W. Sewell, Director of Clinical Training, Department of Psychology, Box 311280, UNT, Denton, TX 76203-1280. Review of applications for

all three positions will begin January 3, 2000 and continue until the position is filled. *UNT is an Equal Opportunity/Affirmative Action Employer; minorities, women, and persons covered by the American with Disabilities Act are encouraged to apply; and all positions are pending funding.* For a more detailed description of the positions and the department programs visit <http://www.psyc.unt.edu> TX10

**TEXAS TECH UNIVERSITY Psychology Department** has 4-5 tenure-track Assistant Professor positions at competitive salaries beginning Fall, 2000. Successful candidates will have completed the doctorate by Sept., 2000, and are expected to teach undergraduate and graduate courses effectively, conduct publishable and fundable research, supervise students, and provide service to the University. Ability to teach graduate-level statistics or program evaluation is an asset. The clinical and counseling programs are committed to fostering knowledge and appreciation of diversity and multicultural issues. **Counseling Psychology:** Applicants should have a Ph.D./Ed.D. in Counseling Psychology. Teaching will include graduate-level Intelligence Testing and Practicum, and undergraduate courses. Contact Susan Kashubeck, Ph.D. at 806-742-1708 or [kashubeck@ttu.edu](mailto:kashubeck@ttu.edu). **Human Factors/Applied Cognition:** The ideal candidate should integrate basic research in cognitive psychology with human factors research. Preferred areas are transportation, human-computer interaction, safety and accident prevention, medicine and rehabilitation, virtual environments, aging, training. Contact Paula Desmond, Ph.D. at 806-742-3007 or [pdesmond@ttu.edu](mailto:pdesmond@ttu.edu). **Clinical:** Applicants should have a Ph.D. in Clinical Psychology. Preferred areas of interest are child/adolescent, forensic, or health. Contact Catherine Epkins, Ph.D. at 806-742-1747 or [djcee@ttacs.ttu.edu](mailto:djcee@ttacs.ttu.edu). **Experimental:** One, possibly two, positions in Cognitive, Applied Cognitive, or Social. Specialty areas open. Preference will be given to candidates with the ability and interest to teach courses in biopsychology or developmental. Contact Roman Taraban, Ph.D. at 806-742-1744 or [r.taraban@ttu.edu](mailto:r.taraban@ttu.edu). **All Positions:** The Psychology Department (<http://www.ttu.edu/~psy>) has 27 full-time faculty in clinical and counseling (both APA-accredited), cognitive, applied cognitive, human factors, and social, and 100 graduate and 670 undergraduate majors. Texas Tech University (<http://www.texastech.edu>) is a Research II Institution located next to Texas Tech University Health Sciences Center. Lubbock (<http://interoz.com/lubbock/>) has a population of about 200,000 people with a pleasant cli-

mate and a low cost of living. Review of applications will begin **December 1, 1999** (Counseling) or **January 6, 2000** (other positions) and will continue until positions are filled. Send a cover letter, vita, description of research and teaching effectiveness and interests, reprints, and three letters of recommendation to "appropriate" Search Committee, Department of Psychology, Texas Tech University, Lubbock, Texas, 79409-2051. *Texas Tech is an Affirmative Action/Equal Opportunity Employer; applications from women and minorities are strongly encouraged. Texas Tech will make every effort to be responsive to the needs of dual career couples.* TX11

## UTAH

**COGNITIVE NEUROPSYCHOLOGIST UNIVERSITY OF UTAH** The Cognition and Neural Sciences area in the Department of Psychology is seeking applicants for a tenure-track position at the Assistant Professor level. The successful candidate will have a strong background and demonstrated research program in human cognition with an emphasis on brain-behavior relationships. For example, in addition to basic cognitive research with normal populations, he/she might work with special populations (e.g., individuals with developmental disorders or brain injury), or use ERP, imaging or computational modeling techniques. Individuals in any area of cognitive neuropsychology who have a strong research program and a commitment to undergraduate and graduate instruction are encouraged to apply. Send vitae, reprints, and statements of research and teaching interest to Dr. David Strayer, Cognitive Search Committee, Department of Psychology, 390 S. 1530 E., Room 502, Salt Lake City, UT 84112-0251. Please also arrange for three letters of recommendation to be sent directly to the committee. These materials should arrive no later than December 3, 1999. Applications received after the deadline may be considered if the position is still open. Applications by women and ethnic minority candidates are especially encouraged. *The University of Utah is an Affirmative Action/ Equal Opportunity employer and provides reasonable accommodation to the know disabilities of applicants and employees.* UT1

**SOCIAL-HEALTH PSYCHOLOGIST UNIVERSITY OF UTAH** The University of Utah Department of Psychology is seeking a Social-Health Psychologist at the Assistant or Associate professor level. We are particularly interested in someone who examines the social cognitive-motivational processes that mediate health related

phenomena in one of three areas: interpersonal process and relationships; decision-making and judgment; and emotional regulation and well-being. Competitive applicants will have a strong background in basic social psychological science and a record of publication in health psychology and behavioral medicine. Candidates with evidence of interest and experience in working in the context of cancer-related issues and in interdisciplinary health research centers will be given priority. The Psychology Department has over 30 full-time faculty members with graduate programs in Clinical, Cognition and Neural Science, Developmental, and Social, as well as specialized programs in Health, Neuropsychology, and Clinical Child and Family. The University of Utah has an enrollment of over 26,000 students, and is located in beautiful Salt Lake City, a metropolitan area at the base of the Wasatch Mountains. Interested applicants should submit a vitae, reprints, and statements of research and teaching interests, and arrange for at least three letters of recommendation to be sent to: Dr. Carol Sansone (e-mail, sansone@psych.utah.edu), Department of Psychology, behavioral Sciences Building, 390 S. 1530 E. Rm. 502, University of Utah, Salt Lake City, UT 84112-0251. *The University of Utah is an AA/EO employer and encourages applications from women and minorities.* The deadline for receipt of applications is November 15, 1999. UT2

## VERMONT

**BEHAVIORAL NEUROSCIENCE:** The Department of Psychology at the **UNIVERSITY OF VERMONT** seeks to fill a tenure track position at the level of Assistant Professor in Behavioral Neuroscience. Research interests should complement current faculty interests in behavioral and neural analyses of learning, memory and/or emotion. The candidate is expected to establish an independent research program, to teach undergraduate and graduate courses in specialty areas of behavioral neuroscience and to supervise undergraduate and graduate student research. Post-doctoral experience is highly desirable. We are committed to increasing the diversity of our faculty and welcome applications from women and underrepresented ethnic, racial and cultural groups and from people with disabilities. Information is available in alternative form, on request. Departmental information can be found at [www.uvm.edu/~psych/PsychAtUVM/Overview.html](http://www.uvm.edu/~psych/PsychAtUVM/Overview.html). Submit vita, representative publications, statement of research and teaching interests, and three letters of recommendations to: Search Committee, Department of

Psychology, The University of Vermont, Burlington VT 05405-0134. The review process will begin on December 1, 1999. *The University of Vermont is an Affirmative Action/Equal Opportunity Employer.* VTI

## VIRGINIA

Psychology Department at **WASHINGTON AND LEE UNIVERSITY** invites applications for a tenure-track position beginning in the 2000-01 academic year from individuals with background in one or more of these areas: psychopathology, personality, social, or health psychology. Teaching responsibilities include basic courses in at least two of these areas, advanced courses in specialty area, and other courses in the major. Candidates must hold a Ph.D., and postdoctoral experience is preferred. We seek someone who is committed to excellent teaching and collaborative involvement of undergraduates in his or her research program. The department is housed in a recently renovated science complex with excellent laboratory and teaching facilities. Visit [www.wlu.edu](http://www.wlu.edu) for additional information about the university and the psychology program. Evaluation begins on December 1, 1999, continuing until the position is filled. Send CV, 3 letters, selected reprints, a teaching statement, and evidence of teaching effectiveness to: Department of Psychology, Search Committee, Washington and Lee University, Lexington, VA 24450-0303. *Washington and Lee University is an equal opportunity employer.* VAI

The **UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY**, is searching for a tenure-track **ASSISTANT PROFESSOR** to begin August, 2000. We are interested in applicants with a Ph.D. degree and with outstanding research programs in any area of **PSYCHOBIOLOGY**. To apply, send a Vita, three or more letters of recommendation, and copies of relevant publications to: Chair, Psychobiology Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999. Applications and supporting materials must be complete by the deadline. *The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.* VA2

The **UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY**, is searching for a tenure-track **ASSISTANT PROFESSOR** to begin August, 2000. We are interested in applicants with a Ph.D. degree and with outstand-

ing research programs in any area of **COGNITIVE PSYCHOLOGY**. To apply, send a Vita, three or more letters of recommendation, and copies of relevant publications to: Chair, Cognitive Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999. Applications and supporting materials must be complete by the deadline. *The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.* VA3

The **UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY**, seeks applications for a **TENURED FACULTY POSITION** in **AGING** to begin August, 2000. Applicants with a Ph.D. degree, a commitment to teaching and an internationally recognized research program in any area of aging are encouraged to apply. Send curriculum vitae and names of three or more references to: Chair, Aging Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999 or until position is filled. *The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.* VA4

The **UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY**, seeks applications for a **CHAired SENIOR FACULTY POSITION** in **DEVELOPMENTAL PSYCHOLOGY** to begin August, 2000. Applicants with a Ph.D. degree, a commitment to teaching and an internationally recognized research program in any area of developmental psychology are encouraged to apply. Send curriculum vitae and names of three or more people who would be willing to serve as a reference to: Chair, Developmental Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999 or until position is filled. *The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.* VA5

**ANIMAL LEARNING PSYCHOLOGIST, THE COLLEGE OF WILLIAM & MARY** Department of Psychology is seeking applicants for a tenure eligible appointment at the rank of Assistant Professor beginning Fall of 2000. Experience teaching physiological psychology, animal learning, sta-

tistics, and research methods highly desirable. Teaching may include other graduate and undergraduate courses. Research interests must include basic processes of memory, and specialization in temporal determinants of behavior is desirable. Strong computer skills and evidence of research productivity will strengthen the application. William & Mary is a highly selective public liberal arts university, which offers a predoctoral M.A. in general experimental psychology and participates in a consortial clinical Psy.D. program. Send current curriculum vitae, copies of no more than three publications, and three letters of recommendation to Animal Learning Search Committee Chair, Dept. of Psychology, College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Application materials received by December 1 will receive fullest consideration; however, the position will remain open until filled. *The College of William & Mary is an Equal Opportunity/Affirmative Action University. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.* VA6

**PERSONALITY PSYCHOLOGIST. THE COLLEGE OF WILLIAM & MARY** Department of Psychology is seeking applicants for a tenure eligible appointment at the rank of Assistant Professor beginning Fall of 2000. Teaching responsibilities will include undergraduate and graduate courses in theories of personality, research methods in personality as well as other graduate and undergraduate courses. Background in personality, psychometrics and multivariate statistics in addition to strong evidence of research productivity will strengthen the application. William & Mary is a highly selective public liberal arts university, which offers a predoctoral M.A. in general experimental psychology and participates in a consortial clinical Psy.D. program. Send current curriculum vitae, copies of no more than three publications, and three letters of recommendation to Gregory J. Feist, Personality Search Committee, Dept. of Psychology, College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Application materials received by December 1 will receive fullest consideration; however, the position will remain open until filled. *The College of William & Mary is an Equal Opportunity/Affirmative Action University. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.* VA7

**NATIONAL SCIENCE FOUNDATION Division of Behavioral and Cognitive Sciences** *Employment: Program Directors for Behavioral and Cognitive Science, NSF.* The National Science Foundation is seeking applicants for three Program Director positions. Each appointment will be initially for a period of one year and may be renewed for up to two additional years. The Program Director for **Human Cognition and Perception** is responsible for administering the review of research proposals in the area of human cognition and perception. Applicants must have a Ph.D. in psychology, cognitive science or a related discipline, and must be active in scientific research in some area of human cognition or perception. This appointment is to begin Fall, 2000, or as soon as possible thereafter. The Program Director for **Child Learning and Development** is responsible for administering the review of research proposals in child learning and development. Applicants must have a Ph.D. in psychology, child learning, development or a related discipline, and must be active in scientific research in some area of child learning or development. This appointment is to begin late July, 2000, or as soon as possible thereafter. The Program Director for **Cognitive Neuroscience** will join the Human Cognition and Perception (HCP) Program, and will be responsible for administering the review of research proposals in the area of human cognitive neuroscience. Applicants must have a Ph.D. in psychology, cognitive science, neuroscience or a related discipline, and must be active in scientific research in some area of human cognitive neuroscience. This appointment is to begin January, 2000, or as soon as possible thereafter. Program Directors manage the review of proposals submitted to the National Science Foundation, recommend and document actions on the proposals reviewed, deal with administrative matters relating to active NSF grants, maintain regular contact with the research community, and provide advice and consultation to persons requesting it. Program Directors are also expected to engage in NSF-wide initiatives and inter-agency collaborations. Six or more years of research experience beyond the Ph.D. are required for appointment as Program Director. Salary is negotiable, and is comparable with academic salaries at major U.S. institutions. The National Science Foundation is located in Arlington, Virginia, immediately across the Potomac River from Washington, D.C. The metropolitan Washington area, besides being the seat of the U.S. Government, is noted as a cultural center and as a growing center of high-technology industry. A wide variety of housing is

available within close proximity to the NSF offices. Please direct inquiries and expressions of interest to Dr. Hilleary D. Everist, Division Director, Behavioral and Cognitive Sciences, Suite 995, 4201 Wilson Blvd., Arlington, VA 22230. Phone: (703) 306-1760, E-mail: [heverist@nsf.gov](mailto:heverist@nsf.gov); Dr. Steven J. Breckler, Cluster Coordinator, Cognitive and Psychological Sciences, Suite 995, National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230; Phone (703) 306-1728; E-mail: [sbreckle@nsf.gov](mailto:sbreckle@nsf.gov). *Qualified persons who are women, ethnic/racial minorities, and persons with disabilities are strongly encouraged to apply. The National Science Foundation is an Equal Opportunity Employer committed to employing highly qualified staff that reflects the diversity of our nation.* VA8

**EXPERIMENTAL PSYCHOLOGIST.** The Department of Psychology at **LONGWOOD COLLEGE** announces a tenure track Assistant Professor position beginning August 2000. We are seeking a candidate with a Ph.D. in Experimental Psychology with teaching or research expertise in the areas of physiological psychology, sensation and perception, or learning. The position requires evidence of teaching excellence and scholarly potential with a commitment to undergraduate teaching. The Department of Psychology is in the planning phase of a new classroom and laboratory facility. Longwood College is a residential, coeducational comprehensive state institution with more than 3400 students and 168 faculty members. Located in the Heart of Virginia. Longwood is 60 miles southwest of Richmond and 60 miles south of Charlottesville. It is ranked as one of the top 10 regional public schools in the South in the new 1999 U.S. News and World Report Best Colleges survey. It offers all the advantages of small-town living with convenient access to major cities, the Blue Ridge Mountains, and ocean beaches. Further information about Longwood College is available at our website: <http://www.lwc.edu>. Send letter of application, curriculum vita, a statement of teaching philosophy and research goals and telephone numbers of three references to Human Resources, ATTN: Psychology, Longwood College, 201 High Street, Farmville, VA 23909. Review of applications will begin December 1, 1999, and continue until the position is filled. *Longwood is an Affirmative Action/Equal Opportunity Employer. The College encourages applications from qualified women and minority candidates.* VA9

**ASSISTANT PROFESSOR, COUNSELING PSYCHOLOGY PROGRAM VIRGINIA COMMONWEALTH UNIVERSITY** The Department of Psychology is seeking to make a full-time tenure-track Assistant Professor appointment (entry-level position) to its Counseling Psychology Program, starting in the fall of 2000. We expect the successful candidate to have a demonstrated track record of research in one of our program's areas of strength. Those strengths include: promoting prosocial skills across the lifespan (e.g., youth, marriage, family, career); health psychology / behavioral medicine; and community-based interventions. Requirements for this position include: a Ph.D. from an APA-accredited Counseling or Clinical Psychology program, and a well-focused program of research which suggests that success at VCU would be likely. Potential for obtaining external funding for research is also essential. The successful candidate should have excellent teaching potential at the undergraduate and graduate levels, as well as a commitment to mentoring graduate students. A strong commitment to training within the scientist-practitioner model is also required. Interest and skill in counseling supervision and eligibility for Virginia licensure are essential. The counseling psychology program is APA-accredited and has eight faculty members and 38 graduate students. It is situated in a psychology department that also has an APA-accredited Ph.D. program in Clinical Psychology, and a Ph.D. program in Experimental Psychology with separate emphases in Developmental, Biopsychology, and Social. The Department has over 900 undergraduate majors and 130 graduate doctoral students, and awards about 20 doctoral degrees annually. The Department has a strong collegial environment, excellent facilities, and support for research and teaching activity. It operates its own mental health training center and has a number of training and research grants being conducted in the community. Departmental faculty have a broad range of research and intervention interests, but they are concentrated in biopsychology-health, urban-community interventions, and child-marriage-family. The Department has built a tradition of collaborative research with faculty from the Medical College of Virginia campus at VCU. Opportunities for interdisciplinary research abound and are strongly encouraged. All faculty are expected to contribute to both graduate and undergraduate education. Applicants should submit a curriculum vitae, reprints or preprints, a statement of current research and teaching interests, and three letters of reference to: Faculty Search Com-

mittee, Department of Psychology, Virginia Commonwealth University, P.O. Box 842018, Richmond, VA 23284-2018. Application deadline is January 5, 2000. *Virginia Commonwealth University is a culturally diverse university and an Affirmative Action/Equal Opportunity Employer. Women, members of ethnic minority groups, and persons with disabilities are encouraged to apply. VA10*

**DEVELOPMENTAL PSYCHOLOGIST:** The Psychology Dept. at **RANDOLPH-MACON COLLEGE** invites applications for a tenure-track faculty position at the Assistant Professor level beginning August, 2000. Doctoral degree in Psychology required. Applicants will be expected to teach *Childhood Development* (with laboratory), *Research Methods, General Psychology* and appropriate electives within the candidate's area of expertise. In addition to having a strong commitment to undergraduate teaching in a liberal arts context (e.g., interdisciplinary teaching), applicants should have a well-articulated plan for research that easily incorporates collaboration with undergraduate students. The successful candidate will join a dept. consisting of 7 faculty members and approx. 30 graduating seniors per year. Randolph-Macon is a small liberal arts college with an enrollment of approx. 1150 students; it is located in the historic town of Ashland, VA which is 10 miles north of Richmond and approx. 90 miles from Washington, D.C., Virginia Beach and the Blue Ridge Mountains. Please send a letter of application, vita, reprints, teaching evaluation summaries (when available) and 3 letters of recommendation to: Dr. Kelly Lambert, Chair, Psychology Search Committee, P.O. Box 5005, Randolph-Macon College, Ashland, VA 23005-5505. *Review of applications will begin Dec. 15, 1999 and continue until the position is filled. Randolph-Macon College is an Equal Opportunity Employer. VA11*

#### WASHINGTON

**DEPARTMENT OF PSYCHOLOGY Assistant or Associate Professor: Cognitive Neuroscience** The Department of Psychology at **WESTERN WASHINGTON UNIVERSITY** is seeking candidates for an assistant or associate professor, tenure track position in Cognitive Neuroscience to begin September 2000. The candidate will be expected to teach a range of undergraduate courses that include cognitive psychology, neuroscience, brain and behavior, and seminar in Physiological Psychology. Other undergraduate courses might include Introduction to Psychology, Research Methods and Statistics. The candidate should also be prepared to teach courses in a

Masters level graduate program in General Psychology to include courses and Seminars in Cognitive Psychology, Neurosciences, Research Methods and Statistics. Applicants must have a doctorate in cognitive neuroscience or related areas completed by September 2000, evidence of successful teaching, an active research program that enlists undergraduate and graduate students, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The applicant should send a letter of application, a detailed vita, evidence of skill as a teacher, copies of publications, graduate transcripts mailed by the institution(s), and three letters of recommendation mailed by the respondent to: Dr. Merle Prim, Chair (mprim@cc.wvu.edu), Cognitive Neuroscience Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until January 14, 2000. *Western Washington University is an equal opportunity / affirmative action employer, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans, and disabled veterans, are encouraged to apply. To request disability accommodation, contact the ADA Coordinator at (360) 650-3306 (v) or (360) 650-7606 (tty). All new employees must provide proof of measles immunity before beginning work at WWU and must show employment eligibility verification as required by the U.S. Immigration and Naturalization Service. WA1*

**DEPARTMENT OF PSYCHOLOGY Assistant or Associate Professor: Perception.** The Department of Psychology at **WESTERN WASHINGTON UNIVERSITY** is seeking candidates for an assistant or associate professor, tenure track position in Perception to begin September 2000. The candidate will be expected to teach a range of undergraduate courses that include Perception, and Seminar in Sensation and Perception. Other undergraduate courses might include Introduction to Psychology, Phenomenology, and Research Methods, Statistics, and Design. The candidate should also be prepared to teach courses in a Masters level graduate program in General Psychology to include Seminar in Perception, Research Methods, Statistics and Design. Applicants must have a doctorate in psychology completed by September 2000, evidence of successful teaching, an active research program that enlists undergraduate and graduate students, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The applicant should send a letter of application, a detailed vita, evi-

dence of skill as a teacher, copies of publications, graduate transcripts mailed by the institution(s), and three letters of recommendation mailed by the respondent to: Dr. Ira Hyman, Chair, (hyman@cc.wvu.edu), Perception Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until December 1, 1999. *Western Washington University is an equal opportunity / affirmative action employer, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans, and disabled veterans, are encouraged to apply. To request disability accommodation, contact the ADA Coordinator at (360) 650-3306 (v) or (360) 650-7606 (tty). All new employees must provide proof of measles immunity before beginning work at WWU and must show employment eligibility verification as required by the U.S. Immigration and Naturalization Service. WA2*

**DEPARTMENT OF PSYCHOLOGY Assistant Professor: Social Psychology.** The Department of Psychology at **WESTERN WASHINGTON UNIVERSITY** is seeking candidates for an assistant professor, tenure track position in Social Psychology to begin September 2000. The candidate will be expected to teach a range of undergraduate courses that include Social Psychology and seminar in Social Psychology. Other undergraduate courses might include Introduction to Psychology, Motivation, Research Methods, Statistics, and Design. The candidate should also be prepared to teach courses in a Masters level graduate program in General Psychology to include Seminar in Social Psychology, Research Methods, Statistics and Design. Background to teach multivariate statistical analyses at the graduate level is highly desirable. Applicants must have a doctorate in social psychology completed by September 2000, evidence of successful teaching, an active research program that enlists undergraduate and graduate students, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The applicant should send a letter of application, a detailed vita, evidence of skill as a teacher, copies of publications, graduate transcripts mailed by the institution(s), and three letters of recommendation mailed by the respondent to: Dr. George Cvetkovich (cvet@cc.wvu.edu) or Dr. Deborah Forgays, (forgays@cc.wvu.edu.), Co-Chairs, Social Psychology Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until December 15, 1999. *Western Wash-*

*ington University is an equal opportunity / affirmative action employer, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans, and disabled veterans, are encouraged to apply. To request disability accommodation, contact the ADA Coordinator at (360) 650-3306 (v) or (360) 650-7606 (tty). All new employees must provide proof of measles immunity before beginning work at WWU and must show employment eligibility verification as required by the U.S. WA3*

The Psychology Department at **WHITMAN COLLEGE** seeks one junior and one mid-career tenure track faculty beginning August, 2000. Areas of specialization are open, but candidates should have experience conducting empirical research, and an active program of scholarship that will involve high quality undergraduate participation. Responsibilities include teaching, research, advising, and faculty governance. Ph.D. required. Please send evidence of excellent teaching (including student evaluations) and research skills, statement about approaches to teaching and research, and three letters of recommendation to Professor Steve Rubin, Chair of Search Committee, Department of Psychology, 345 Boyer Avenue, Whitman College, Walla Walla, WA. 99362. Deadline: Nov. 16, 1999. Whitman College is a private liberal arts residential college with highly selected traditional age students and generous academic support. Candidates must be lawfully employable in this country as a result of citizenship, visa, or resident alien status. Further information can be obtained at <http://www.whitman.edu> or Steve Rubin at [rubins@whitman.edu](mailto:rubins@whitman.edu). *Equal opportunity employer. WA4*

**UNIVERSITY OF WASHINGTON FACULTY POSITION** The Department of Psychology expects to fill one tenure-track assistant professor position in the area of **CHILD CLINICAL PSYCHOLOGY**. Areas of research and clinical specialization are open with the exception that we seek to expand our program beyond the areas of expertise currently offered by our faculty. Applicants are expected to have demonstrated excellence in empirical research and publication and will be expected to provide high quality teaching at both the undergraduate and graduate levels and high quality clinical training at the graduate level. We are seeking someone who has been trained in the scientist-practitioner model and who adopts a developmental perspective in his or her research, teaching, and clinical training. To apply, send a detailed statement of research, clinical expertise, and teaching interests, a curriculum vita, not

more than three reprints or preprints, evidence of teaching effectiveness, and at least three letters of recommendation to: Child Clinical Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by January 1, 2000 will receive full consideration. Ph.D. required by date of appointment. *The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.* WA5

**UNIVERSITY OF WASHINGTON FACULTY POSITION** The Department of Psychology expects to fill one tenure-track assistant professor position in the area of **CLINICAL PSYCHOLOGY**. Area of research specialization is open. Applicants are expected to have demonstrated excellence in research publication and will be expected to provide high quality teaching at both the undergraduate and graduate levels. We are seeking someone who has been trained in the scientist-practitioner model. The successful candidate should have research interests and training goals that combine effectively with those of the existing faculty of the department's Clinical Psychology Area. To apply, send a detailed statement of research and teaching interests, a curriculum vita, not more than three reprints or preprints, evidence of teaching effectiveness, and at least three letters of recommendation to: Clinical Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by December 15, 1999 will receive full consideration. Ph.D. required by date of appointment. Exceptional candidates at the associate or full professor rank may be considered if they also have a demonstrated record of mentoring under-represented students (students of color and women). *The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.* WA6

**POSTDOCTORAL FELLOWSHIP** A two-year opportunity for research training in the development and prevention of conduct problems and related problems is available at the **UNIVERSITY OF WASHINGTON**. Preferred start date is January 1, 2000, although this is negotiable. The University of Washington is one of four sites involved in the implementation of the Fast Track project, an NIMH-funded prevention trial with children, families, and schools for whom risk for serious and chronic

antisocial behavior is high. Fast Track is now in its 9th year and has amassed longitudinal data on a large, ethnically and geographically diverse population of youth. The children are currently in grades 7-9. A representative sample of children from the control schools in the intervention project has been followed continuously, along with the high-risk intervention and control samples. Currently, intervention continues through grade 10. Previous research experience with youth with conduct problems (and related problems) and/or prevention intervention with youth is preferred. This position is particularly suited for someone with quantitative strengths and interests. The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. *The University is an equal opportunity/affirmative action employer.* Applicants should send a letter of interest, curriculum vitae, and three names of reference to Robert McMahon, University of Washington, Department of Psychology, Box 351525, Seattle, WA 98195-1525 (e-mail address: mcmahon@u.washington.edu). Phone: (206) 685-9127. Fax: (206) 685-3944. WA7

#### WISCONSIN

**UNIVERSITY OF WISCONSIN-MADISON** Post-doctoral position available for two or three years to work in the Laboratory for Affective Neuroscience and the newly established Center for Mind-Body Interaction at Wisconsin on psychophysiological, functional and structural neuroimaging studies of emotion and affective style. Opportunities to become involved in a broad array of research focused on understanding the neural substrates and bio-behavioral consequences of individual differences in emotional reactivity. Previous experience with functional MRI and/or psychophysiological methods is essential. Please send CV along with a letter detailing your specific interests and previous experience by email to Richard J. Davidson at rjdavids@facstaff.wisc.edu. Please also arrange to have three letters of recommendation forwarded by either email or regular mail to Richard J. Davidson, Laboratory for Affective Neuroscience, University of Wisconsin-Madison, 1202 West Johnson Street, Madison, WI 53706. WI1

**ASSISTANT PROFESSOR OF PSYCHOLOGY—NORTHLAND COLLEGE**, the environmental liberal arts college, located in the midst of national parks and forests on the shores of Lake Superior in beautiful northern Wisconsin, announces a permanent, tenure-track position for an exceptional undergraduate teacher and research scholar, beginning Fall 2000. Ap-

plicants must have a Ph.D. in psychology, ascribe to the mainstream behavioral science traditions in psychology, be broadly trained and experienced in both the social science and the natural science aspects of the discipline, and be ready to launch a vigorous, environmentally relevant research program that will attract students in substantial numbers. Appointee will teach general, environmental, social, cognitive (including perception), motivation and emotion, psychometrics, personality, developmental, and counseling, as well as supervising undergraduate internships and community mental health service projects, and directing independent research and senior capstone projects. The appointee will contribute to an expanded behavioral science curriculum in a vigorous, actively developing psychology program that has gained national attention for its innovative, experiential teaching. Psychology will occupy its own wing, containing offices, extensive human and animal laboratory facilities, and classrooms in the College's new natural sciences building, scheduled to be completed by Fall 2000. Salary is competitive and includes an excellent benefits package. Application review will begin December 3. The College anticipates appointment in February. For a detailed position profile and procedures for application, contact Dr. David Fuller, Vice President and Dean, Northland College, Ashland, WI 54806 or visit the College's homepage at: <http://www.northland.edu/welcome/jobs.html>. *Northland College is an Affirmative Action/Equal Opportunity Employer.* 11/99 WI2

#### CANADA

**THE UNIVERSITY OF WATERLOO** Faculty Position Available Applications are being accepted for a tenure track position at the Assistant or Associate Professor level in Industrial/Organizational Psychology beginning September 1, 2000. The successful candidate must have a PhD in Psychology, Organizational Behaviour or equivalent field, and published research. Candidates with expertise in either personnel or organizational psychology will be considered. Responsibilities include research, undergraduate and graduate teaching, supervising graduate students and administration. For additional information about our department see our website at: <http://arts.uwaterloo.ca/psychology/>. Salary range commensurate with qualifications and experience. Application deadline is November 30, 1999 although applications will be reviewed as they are received. Submit curriculum vitae, reprints or preprints and arrange for three letters of reference to be sent to: I/O Psychology Search Committee, Department of Psychology, Uni-

versity of Waterloo, 200 University Ave. W., Waterloo, Ontario, N2L 3G1, Canada. *The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds. International candidates are eligible for this appointment and are encouraged to apply.* CNI

**Kunin-Lunenfeld Applied Research Unit (KLARU), Baycrest Centre for Geriatric Care (fully affiliated with UNIVERSITY OF TORONTO)**. Two-year research fellowships in the following areas: psychology, speech and communication, occupational therapy, medicine, and nutrition. KLARU is dedicated to fostering a closer integration of scientific research with clinical care at the bedside. Baycrest Centre for Geriatric Care is a comprehensive campus of care for the elderly which includes a geriatric hospital, with a 20-bed behavioural neurology unit, home for the aged, Alzheimer's day care program, supported seniors apartment residence, community centre for older adults, day hospital, and many ambulatory and community outreach programs. Bursaries are in line with the fellowship scales of the MRC Canada, and include an allowance for travel and research expenses. A minimum of 80% of each fellow's time will be devoted to research and related activities. Applicants should have a Ph.D., M.D. or equivalent degree. Baycrest encourages applications from qualified individuals, members of visible minorities, aboriginal peoples, and persons with disabilities. Submit a C.V. and relevant reprints, together with a covering letter describing current research interests and future research goals, and also arrange to have three letters of reference sent independently by December 31, 1999, to: Dr. D.L. Streiner, Director, KLARU, Fax: (416) 785-4230; E-mail: [dstreiner@rotman-baycrest.on.ca](mailto:dstreiner@rotman-baycrest.on.ca). CN3

**Rotman Research Institute, Baycrest Centre for Geriatric Care (fully affiliated with UNIVERSITY OF TORONTO)**. Two-year research fellowships in: neuropsychiatry; cognitive neuroscience; cognitive neuropsychology; behavioural neurology (board certified or board eligible in neurology), and applied clinical research. Techniques used may include structural and functional imaging and experimental, cognitive, and neuropsychiatric procedures. The Rotman is dedicated to neurobehavioural research into cognition and aging. Baycrest is a comprehensive campus of care for the elderly, including a geriatric hospital, with a 20-bed behavioural neurology unit, home for the aged,

Alzheimer's day care program, supported seniors apartment residence, community centre for older adults and day hospital. Bursaries are in line with the fellowship scales of MRC Canada, and include allowance for travel/research expenses. Minimum of 80% of each fellow's time will be devoted to research and related activities (behavioural neurology 50% research, 50% clinical). Applicants should have a Ph.D. or M.D. Baycrest encourages applications from qualified individuals, members of visible minorities, aboriginal peoples, and persons with disabilities. Submit a C.V. reprints, covering letter describing research interests and research goals, and have three letters of reference sent independently by December 31, 1999 to: Dr. C. Grady, Chair, Education Committee, Fax: (416) 785-2474; E-mail: cgrady@rotman-baycrest.on.ca. CN4

**YORK UNIVERSITY**, Faculty of Arts, Department of Psychology. Applications are invited for a tenure-track position at the Assistant Professor level in the area of Developmental and Cognitive Processes. We are seeking a candidate with expertise in cognitive development, preferably in children of school age. We are particularly interested in candidates doing theory-guided research on problems related to education in normal and/or special populations but will also consider other areas of cognitive developmental research. Duties include teaching in both the graduate and undergraduate programs. A Ph.D. in Psychology is required. Candidates should have a promising publication record and program of research. Enquiries and applications, with curriculum vitae, three letters of reference, and relevant reprints should be directed to Professor Sandra W. Pyke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; e-mail: spyke@yorku.ca; fax: (416) 736-5814; phone: (416) 736-5116. *In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women faculty.* All positions at York University are subject to budget approval. Review of applications will begin November 15, 1999 and continue until the position is filled. CN5

**MCGILL UNIVERSITY Department of Psychology E.P. Taylor Chair of Pain Studies in Psychology** The Department of Psychology invites applications for the E. P. Taylor Chair of Pain Studies, which will be awarded to a psychologist or neuroscientist who specializes in research on pain and the

management of pain. Candidates for the E. P. Taylor Chair should hold a degree in Psychology (or a closely related field) and have an international reputation for excellence in research and theoretical studies on the psychological aspects of pain, as well as in one or more related fields, such as the physiological, pharmacological, endocrinological, genetic or clinical aspects of pain. The person appointed to the E. P. Taylor Chair (by established procedures of appointment in the Department of Psychology and the Faculty of Science) is expected to have demonstrated, in addition to academic excellence, an interest in translating basic research from the laboratory to therapies applicable in the clinic - that is, to have carried out research or to have proposed concepts that have clear implications for relieving pain and suffering. Opportunities for such research are available in the departments, institutes and centres of the McGill University Hospital Centre (MUHC). Review of applications will begin February 1, 2000. Applicants should arrange for three confidential letters of recommendation to be sent to the address below. Statements of current and proposed areas of research and of teaching interests and approaches, curriculum vitae, selected reprints, and other relevant material should also be sent to: Irv Binik, Ph. D., Chair, E.P. Taylor Chair of Pain Studies Search Committee, Department of Psychology, McGill University, 1205 Dr. Penfield Avenue, Montreal, Quebec, Canada, H3A 1B1. *In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.* CN6

**MCGILL UNIVERSITY Department of Psychology Assistant Professor Position in Health Psychology** The Department of Psychology of McGill University seeks applicants for a tenure-track position at the Assistant Professor level in Health Psychology. Applicants with a strong program of research and teaching in any area of Health Psychology (e.g., stress and illness, health-related behaviors, patient decision making, psychosocial aspects of chronic illness) will be considered, without restriction on the area of psychology in which the candidate received his/her Ph. D. Excellent opportunities exist for research in the community and in hospital-based departments, institutes and centres. The deadline for receipt of completed applications is January 17, 2000, with an anticipated starting date of September 1, 2000. Applicants should arrange for three confidential letters of recommendation to be sent to the address below. Statements of current and proposed areas of research and of

teaching interests and approaches, a curriculum vitae, selected reprints, and other relevant material should also be sent to: Blaine Ditto, Ph.D., Chair, Health Psychology Search Committee, Department of Psychology, McGill University, 1205 Dr. Penfield Avenue, Montreal, Quebec, CANADA H3A 1B1. *In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.* CN7

**YORK UNIVERSITY**, Faculty of Arts, Department of Psychology. Applications are invited for a tenure-track position at the Assistant Professor level in the area of Measurement, Statistics and Research Design. The specific research area is open but candidates should have a promising publication record and program of research. We are looking for candidates to teach univariate and multivariate statistics, the principles of measurement and research methods to both undergraduate and graduate students. Candidates will be expected to provide leadership in the enhancement of these areas in the curriculum and research of the Department. A Ph.D. in Psychology is required. Enquiries and applications with curriculum vitae, three letters of reference, and relevant reprints should be directed to Professor Sandra W. Pyke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; e-mail: spyke@yorku.ca; fax: (416) 736-5814; phone: (416) 736-5116. *In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women faculty.* All positions at York University are subject to budget approval. Review of applications will begin November 15, 1999. CN8

#### NEW ZEALAND

**VICTORIA UNIVERSITY OF WELLINGTON FACULTY OF SCIENCE Te Wahanga Putaiao FULL PROFESSORSHIP IN EXPERIMENTAL PSYCHOLOGY Ref: SA915** This is a new position created as a result of recent expansion of the School of Psychology. The position is available on a full-time tenured basis, following an initial probationary period. The successful candidate must have the strongest possible academic credentials - a PhD, an internationally recognized research programme, and an excellent teaching record. In addition, they must possess a proven ability to provide leadership with evidence of staff development and a demonstrated

capacity to effectively undertake a senior managerial role in the university setting. The person appointed will be expected to: show a willingness and ability to attract research funding, develop and continue an active research programme, provide research leadership, teach and supervise students at both the graduate and undergraduate levels, undertake a senior managerial and strategic, planning role, represent the School at the Faculty and University-wide level. Applicants who are able to strengthen an existing area of expertise in the School and are capable of providing research leadership across a variety of research areas are particularly invited to apply. In particular, candidates should have a distinguished research and teaching record in one or more of the following areas: neuropsychology, cognition, memory, learning, and perception. Closing date for applications: 26 November 1999 or until position is filled. **SENIOR LECTURESHIP/LECTURESHIP IN NEUROPSYCHOLOGY Ref: SA916** The successful candidate for this position will teach in biological bases of behaviour and neuropsychology at the undergraduate and graduate level and supervise post-graduate research. The preferred candidate will have a PhD and show evidence of successful research and teaching in the area of neuropsychology. Closing date for applications: 29 October 1999 or until position is filled. **SENIOR LECTURESHIP/LECTURESHIP IN PERCEPTION Ref SA928** The successful candidate for this position will teach perception at the undergraduate and graduate level and supervise post-graduate research. The preferred candidate will have a PhD and show evidence of successful research and teaching in the area of perception. Closing date for applications: 29 October 1999 or until position is filled. The appointments will be made at a variety of academic levels. New Zealand follows the British academic classification where a Professorial appointment is approximately equivalent to a Distinguished Professor in North America. Similarly, an Associate Professor/Reader is equivalent to a Professor, a Senior Lectureship to an Associate Professor, and a Lecturer to an Assistant Professor. For all enquiries and applications, please quote the relevant reference number. Position descriptions are available from the HR Assistant, Faculty of Science, Victoria University of Wellington, PO Box 600 (tel: +64 4 463 5233 ext 8071; fax: +64 4 463 5122; email Science-appoint@vuw.ac.nz. *In honouring the Treaty of Waitangi, the University welcomes applications from the Tangata Whenua. We also welcome applications from women, Pacific Islands peoples, ethnic minorities and people with disabilities.* NZ1

## SUBJECT AREAS Index

Adult: FL1	Cognitive Neuroscience: IL16, IN2, MA5, NH2, NM1, NC4, PA8, VA8, WA1	Health: AZ1, AZ2, CA8, CA12, FL3, IN1, MD1, MT1, NY10, NY12, OH6, OH13, PA1, PA9, PA11, SC1, TX2, TX7, TX9, UT2, VA1, CN7	Postdoctoral: CA3, CA5, CA8, CA9, CO1, CT2, IL14, MD8, MA7, MI6, NY8, NY9, OK1, PA21, WA7, WI1, CN4
Aging: OH2, PA22, VA4	Community: FL4, IL11, MD4, NJ3	Human Factors: ID2, SC1, TX11	Prevention: CA11, WA7
AIDS: CA11	Counseling: FL4, IA2, MD2, MN1, NY14, OH10, TX10, TX11, VA10	Information Systems: MA8, MN4, NJ1, OH3, OK2	Physiological: KS2, NE1
Animal Behavior: VA6	Cross-Cultural: IL19, NJ3, OH8	Industrial/Organizational: IL4, IL7, LA1, MA8, MI4, NY4, NY6, NC7, PA6, PA12, SC1, TX3, TX8, TX9, CN1	Psycholinguistics: AZ3, MI7, CN3
Behavior Analysis: NV1	Developmental: AL2, CA2, CA4, CA6, CA13, CA14, GA1, GA3, HI1, IL6, IL8, IL11, IL17, IN6, IA3, KY1, LA3, ME1, MD4, MD9, MD10, MA4, MO1, NE2, NY11, NY13, PA1, PA7, PA19, PA20, TX4, VA5, VA8, VA11, CN5	Justice Studies: CA12, IL11, MN3	Psychopathology: IL11, LA3, MD9, NY13, VA1
Behavioral Neuroscience: AL2, CT4, HI2, LA2, MD6, OH9, VT1	Educational: GA2, NY19, PA7	Laboratory Coordinator: Law: CA12, IL11, MN3	Psychopharmacology: MD8
Biological: AL1, AZ2, LA2, NE1, NY7, NY15, VA2	Emotional: CA7, CO1, NJ3	Learning: ID1, IL9, NJ1, NY7, PA25, VA6	Quantitative: CA14, KS1, MD4, MA9, MI4, MO3, NY17, TN2, TX2, CN8
Clinical: AL1, AZ2, AR1, CA1, CA20, CT1, FL1, FL4, IL11, IL12, IN1, MD1, MD3, MD4, MA1, MA3, MA7, MI5, MS1, NY14, NY15, NY18, NC1, NC6, ND2, OH3, OH5, OH6, OH10, OR2, PA3, PA9, PA10, PA11, TX1, TX11, WA6	Experimental: CO3, ID2, IL3, IL10, ND1, PA16, PA20, PA25, TX11, VA9, NZ1	Mathematical: OH4	Research: CA3, CT2, MO3, PA24, SC2
Clinical (Child): AL3, CA16, CA19, FL2, HI1, IL2, OH9, PA4, WA5	Evaluation Science: MI1	Medicine: PA21	School: GA2, MI5, NY19, NC6
Cognition: CA7, CA20, GA1, IL6, IN3, NY8, NY16, OK1, RI1, UT1, VA8	Family: PA7	Memory: NY7, VA6	Sensation/Perception: MD6, MD12, NJ3, VA8, WA2, NZ1
Cognitive: CA10, CA14, CA17, CA18, CO1, CT3, IL1, IL6, IL11, IL13, IA1, MD5, MD10, MD12, MA2, MA5, MA6, MI2, MI3, MN4, MO2, MO3, NJ3, NY1, NY2, NY12, NC1, NC2, NC5, OH2, OH3, PA1, PA15, TN1, TX5, VA3, CN5	Forensic: NE1, PA13	Neurobiology: CN4	Social/Personality: AL1, CA8, CA12, CA13, CA14, CA18, CA20, CO1, CO3, GA4, ID1, IL2, IL3, IL4, IL5, IL7, IL15, IL18, IN5, LA4, ME1, ME2, MA8, MI3, MN2, MO3, MT1, MT2, NH1, NJ2, NY3, NY10, NY14, OH7, OH9, OH11, OH12, OK2, PA1, PA5, PA13, PA17, SC1, TX2, UT2, VA1, VA7, WA3
Cognitive Neuropsychology: CN4	General (includes Director and Chair): NA1, AL1, CA13, CO2, IL4, IN3, KY1, LA2, MD7, MI6, MN3, NV2, NJ3, NY5, NY15, NC6, ND1, OH1, OH9, OK2, OK3, PA14, PA18, TX6, TX9, VA11, WA4, WI2, CN6	Neuropsychology: NY7, OH9, CN4, NZ1	Speech Language: CN3
		Neuroscience: OR1, PA2, PA23, WI1, CN6	Substance Abuse/Alcoholism: CA9, MD8, MO3, NY9, SC2

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