



# OBSERVER

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## One-on-One : Mentoring in Psychology

One of the most rewarding and important relationships a researcher can have is with his or her mentor. When the chemistry (or make that psychology) is right, a lasting, mutually beneficial relationship is formed that can influence and affect the career, research path, and even personal life of both the mentor and the "mentee."

As APS Charter Member Deborah Best, chair of Wake Forest University's Psychology Department puts it, "If you find the right mentor or the right mentee, the relationship is almost magical in the sense that you become friends, but you also have professional support built into the relationship. I don't think that ever changes."

Though very significant in a

researcher's career, the mentoring relationship is usually informal and, often, unplanned. It can develop at any stage of one's career with someone in one's department or even in another field altogether. But whatever the mystical elements are that make a good mentor-mentee partnership, when two researchers "click," it can, to paraphrase Humphrey Bogart, be the beginning of a beautiful friendship.

### A Two-Way Street

"Mentoring is a two way street," said Drew Appleby.

Appleby is the new Director of Undergraduate Studies at the Indiana University—Purdue University at Indianapolis Psychology Department and is formally of Marian

College, which bills itself as "Marian, the College that Mentors" and where Appleby received the school's "Mentor of the Year" award.

A teacher for nearly 30 years, Appleby has had a chance to develop a number of mentoring relationships with students while at the same time reaping the benefits of the ones he formed early in his career—relationships that have, in fact, helped him to be a better mentor. He compares the relationship to that of a coach or athlete.

"A good coach knows which of his/her players need to be calmed and soothed and which need to be given a strong and direct pep talk in order to bring them up to their peak level of performance. People have

SEE MENTORING ON PAGE 18



### Research in the Field

Charter Member and Fellow Robert J. Sternberg and Elena L. Grigorenko spent time in Lucknow, India, pilot testing items that will be used to assess the effects of medical deworming on cognitive functioning. On page 10, they discuss their own experience and the significance of field research in general. The article is accompanied by pictures, like the one here, from their trip.



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# Let Me Introduce You . . .

Elizabeth D. Capaldi  
*APS President*

**I**t's a new school year and at campuses all across the country, record numbers of students are taking psychology courses. And most of them are taking introductory psychology. By far the most popular course on my campus and many others is the introductory psychology course. Thousands of students take introductory psychology each semester here at the University of Florida and the same was true at my previous university, Purdue.

What an opportunity for us to present an accurate view of psychology! In this course we can expose millions of students to the excitement of psychology, and the breadth and depth of our field. We can teach them the methods of psychology so they can recognize scientifically based work. We can show them the connections between our field and so many other disciplines, from health professions to business, law, sociology, criminology, political science—any field that deals with people. We can reach students who end up in all sorts of other disciplines and in all kinds of jobs and locations that can have an influence on the reach of psychology and its funding. We can reach future state and federal legislators, corporate and foundation leaders and parents.

Why then in many universities, is the teaching of the introductory course viewed as a punishment? The course should be taught by the very best full professors, who should view it as a task of central importance. The course can expose students to the excitement of research in the field and teach them that psychology is not a set of facts, but a process and a continuously changing discipline as all scientific fields are.

Also, a faculty member who teaches introductory psychology must read in all areas of the field, and be up-to-date in them. This broadens the individual and informs the teacher's own research. One way the field would become more cohesive would be if we all taught introductory psychology now and then. And if more of us taught the course, the course and the textbooks would be different than they are now.

Currently, the textbooks for introductory psychology

reinforce the fractionation of our field. They generally follow a standard format beginning with biological psychology, ending with abnormal psychology, with each area covered more or less independently from the other areas.

While there is nothing wrong with this standard format, it reinforces the divisions among the areas of psychology—a chapter on cognitive, a chapter or two on developmental, a chapter on learning, a chapter on abnormal with little or no opportunity to discuss the overlap among these fields.




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***We can reach students who end up in all sorts of other disciplines and in all kinds of jobs and locations that can have an influence on the reach of psychology and its funding. We can reach future state legislators, federal legislators, corporate and foundation leaders and parents. Why then in many universities is the teaching of the introductory course viewed as a punishment?***

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While there were textbooks in the past that tried to integrate the field or take another approach, these textbooks didn't sell as well as those in the standard format and there is no room any more for niche products. Textbook publishing is big

business. The textbook market itself has consolidated with far fewer textbooks available now than many years ago.

The business of textbook publishing is such that all books have moved to a common format, one that reinforces the discipline's artificial boundaries.

*Current Directions* is a help. Anyone can use the articles in that journal to produce up-to-date lectures spanning the field. And now that we have the web, and web publishing, we can produce our own materials, materials that span the field, materials written by active researchers, who see the connections and the edges of the discipline.

We should share the materials we have produced. That would be fun. And maybe that would bring back some of the cohesiveness to our field. ♦





## 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.

**Deadline for Fall review is November 2, 1999!**

### 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)

\_\_\_\_\_  
(telephone, email)

### Mail to:

APS Membership Committee, Attn: Vanessa Ellis, 1010  
Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907

## Letters to the Editor



SHOULD IT STAY OR SHOULD IT GO?

Editor:

I would definitely like to see APS stand for "Association for Psychological Science" for at least two reasons. First, the new title makes explicit one of the most important goals of the "Society" not the "Association" — to promote "psychological science." Second, as a former student turned researcher who is foreign to the US, the new title brings instant international perspective to the association, that is most welcome. I am sure other foreign members of the association will appreciate it as well.

WEN-CHI CHIANG  
UNIVERSITY OF ARIZONA

Editor:

I feel that changing the name of the American Psychological Society to the Association for Psychological Science may negatively impact upon future memberships with the organization. The current name attracts those from various disciplines within the field of psychology, whereas the proposed name change may limit future membership inquiries to those interested in the scientific and research dimension of psychological study. If this were the case, I would fear that the diversity currently reflected in the organization would be greatly diminished.

ROBERT MILLER

Editor:

Regarding the controversy about a name change for APS, although I voted for the change, the outcome will not matter that much to me one way or another. I view this entire exercise as yet another manifestation of the perennial struggle for a solid sense of professional self-esteem that has so long plagued much of the membership of APS. Calling what one does "science" does not make it so, nor does it solve problems. That so much of what we publish consists of unproductive exercises in "scientific" methodology can indeed perpetuate frustration and problems in self-esteem. So far, whatever we have done has defied our need for a comprehensive understanding of human behavior.

I am one of those who is often referred to derisively as a "practitioner" in that my career time has taken place as much in the practice arena addressing the needs of troubled individuals as in academia. I am not alone in the view that clinical observations are still the richest source of tenable hypotheses about human behavior which, as we know, occurs principally in the real world rather than in a laboratory. Contention between science and practice remains an inhibiting behavioral problem for psychologists which we seem unable to resolve. That is indeed unfortunate.

RODERICK W. PUGH  
LOYOLA UNIVERSITY-CHICAGO

Editor:

My initial reaction is that I like the idea of changing the organization's name to the Association for Psychological Science. First, the new name isn't as similar to APA. Second, it emphasizes the focus on

SEE LETTERS ON PAGE 26

October 1999



# FOIA Data Access Regulations Revised in Favor of Science

When most people think of the Freedom of Information Act (FOIA), they probably associate it with secret government files and covert operations. Now, thanks to a controversial law passed, ironically enough, via a covert move in the U.S. Senate, the FOIA may be used to gain access to federally-funded research data. Or will it?

A concerted effort by the scientific community has led to significant restrictions in what data may or may not be affected, and the federal regulators have proposed a number of steps to protect confidential and proprietary information used in research. But a number of questions remain that may throw the entire issue into the judicial system.

***A concerted effort by the scientific community has led to significant restrictions in what data may or may not be affected, and the federal regulators have proposed a number of steps to protect confidential and proprietary information used in research. But a number of questions remain that may throw the entire issue into the judicial system.***

industry, chemical manufacturers, and interest groups such as the National Rifle Association, the Eagle Forum, and others who see the law as an opportunity to limit federal regulatory control over their products or activities. Many of these groups maintain that federal regulations are based on "junk science." (See the

APS Website for APS's opposition on the first draft of the FOIA regulations.)

## Good Regs, Bad Law

The OMB recently issued a second draft of its proposed procedures. The new draft appears to be very sympathetic to the concerns of scientists, creating the odd situation in which we have relatively good regulations for a

bad law. But no matter how reasonable OMB tries to be, the

SEE FOIA ON PAGE 27

## When Last We Left You

As previously reported in the *Observer* (April 1999), the problems stem from a two-sentence provision buried within a giant bill (P.L. 105-277) that was passed at the eleventh hour of last year's Congressional session. Congress took virtually all of its unfinished business and lumped it into one huge piece of legislation that no one had time to read in detail. The author of the stealth amendment was Sen. Richard Shelby (R-AL), but he had the support of the Senate Majority Leader Trent Lott (R-MS) and Sen. Ben Nighthorse Campbell (R-CO).

The provision directs the federal Office of Management and Budget (OMB) "to require Federal awarding agencies to ensure that all data produced under an award will be made available to the public through the procedures established under the Freedom of Information Act." OMB was specifically mandated to amend its Circular A-110, which sets forth the administrative requirements for universities and nonprofit organizations that receive federal grants. The FOIA amendment reportedly was Shelby's revenge against the Environmental Protection Agency (EPA) when EPA and then Harvard researchers funded by EPA refused to release data from a study that was cited in developing some environmental regulations.

OMB is now in the final stages of developing procedures for allowing FOIA access to research data. An initial draft of those procedures netted over 9000 comments, both from the scientific community which is horrified at the prospect of unfettered public scrutiny of their records, and from an assortment of groups, including the U.S. Chamber of Commerce, mining

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**CHEMISTRY**

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**COMPUTER SCIENCE**

**ELECTRICAL ENGINEERING**

**GEOSCIENCES** (Includes terrain, water, and air)

**MATERIALS SCIENCE AND ENGINEERING**

(Includes Manufacturing Sciences and Engineering)

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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**  
ATTN: Jeff Jarosz  
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](mailto:NDSEG@ASEE.ORG)  
[www.asee.org/ndseg](http://www.asee.org/ndseg)



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



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- Who:** You and your colleagues—the leading psychological scientists in the world.
- What:** The 12th Annual Convention of the American Psychological Society
- Where:** Fontainebleau Hilton Resort and Towers, Miami Beach, Florida
- When:** June 8-11, 2000

Information including invited speakers and program highlights, the Call for Submissions, and online registration is available on the web: [www.psychologicalscience.org](http://www.psychologicalscience.org).

### KEYNOTE ADDRESS

**Daniel Schacter**  
Harvard University

The Seven Sins of Memory: Vices or Virtues?



Memory is sometimes a troublemaker. I have classified memory's transgressions into seven fundamental "sins": transience, absent-mindedness, blocking, mis-attribution, suggestibility, bias, and persistence. Though annoying and even dangerous, they can also be viewed as by-products of adaptive

features of memory. This talk will consider the seven sins from cognitive, neuropsychological, and evolutionary perspectives.

### BRING THE FAMILY ADDRESS

**Alan E. Kazdin**  
Yale University

Treatment of Antisocial Children: Science's Contributions and Limitations



The presentation will focus on children who are referred for treatment for aggressive and antisocial behavior. The talk will encompass what is known about these children, their families, and the contexts in which they develop and what can be done to ameliorate the problem. The contributions of current theory and research will be highlighted. Limitations of current models and methods of research will also be developed to convey that constraints on knowledge stem as much from what we study as from how we study it. Uplifting, optimistic, hopeful, and even one or two pollyannaish comments will be sprinkled throughout.

**Submission deadline:  
January 14, 2000**

### 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

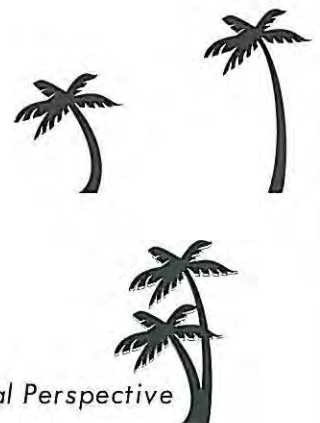
*Dieting and Eating Disorders: What the Research Has and Hasn't Told Us*

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*





# Grawemeyer Foundation to Add \$200,000 Award in Psychology

While 2001 may or may not indicate the start of the new millennium (depending on your point of view), it will mark the first year that the Grawemeyer Foundation gives an award in the field of psychology. The \$200,000 award will recognize outstanding ideas in all areas of the discipline, and if you are interested, you had better hurry—nominations are due November 1.

"It was always the intention of the foundation to have psychology be honored this way," said Joseph F. Aponte, director of the Grawemeyer Psychology Committee that will oversee the nomination and awards process. "We are the fifth Grawemeyer award—the newcomers on the block."

Since 1985, more than \$7 million was awarded to nearly 50 winners of Grawemeyer awards including Mikhail Gorbachev, who

won in 1994 for his 1988 address to the United Nations.

The Grawemeyer Awards were created in 1984 to honor powerful ideas in the performing arts, the humanities, and the social sciences. H. Charles Grawemeyer, an industrialist and entrepreneur, made an endowment of \$9 million to initiate funding. The first award was given in Music Composition in 1985. An award for Improving World Order was added in 1988 and the award in education followed a year later.

***The focus is on the idea and its creativity, originality, scientific merit and contribution to the field. We are not looking at the person, per se, but at ideas and the significance of those ideas to psychology.***

JOSEPH APONTE  
DIRECTOR, GRAWEMEYER PSYCHOLOGY COMMITTEE

Religion was added in 1990. Next year's addition of an award for Psychology is complemented by an overall increase in the

monetary value of the awards from \$150,000 to \$200,000.

"The endowment that Grawemeyer set aside has reached proportions so that a new award could be made in psychology and the actual award amount could be upped for each of the disciplines," said Aponte.

What sets these awards apart is their focus, said Aponte. "The competition is idea-driven," he said. "The focus is on the idea and its creativity, originality, scientific merit and contribution to the field. We are not looking at the person, per se, but at ideas and the significance of those ideas to psychology."

Submissions may address a wide range of topics in psychology. Aponte said submissions will be judged on the basis of originality, creativity, scientific merit, and the scope of potential applicability in the field of psychology. The \$200,000 prize is paid in five installments of \$40,000. Eligible ideas may come from an individual or group of authors and the competition does not limit the format in which the idea or achievement appears. Consideration will be given to books, journal articles, technical advances, software, research reports, conference presentations, and other widely disseminated forms.

While no Grawemeyer category for psychology existed in the past, psychologists have been honored by the Foundation before in the area of education, including APS Member John T. Bruer in 1994, APS Fellow Ronald Gallimore (with Roland Tharp) in 1993, and APS Fellow Howard Gardner in 1990. Aponte said that the introduction of an award category expressly for psychology does not disqualify psychologists from the education category.

Winners of the award will be announced next fall and nomination letters are due November 1, 1999. Supporting materials are due December 1, 1999. For information on the nomination process and how to enter, check the award website at [www.grawemeyer.com](http://www.grawemeyer.com) or contact Aponte at the University of Louisville at 502-852-6775 or [jfapon01@athena.louisville.edu](mailto:jfapon01@athena.louisville.edu). ♦

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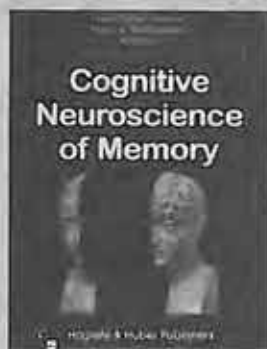
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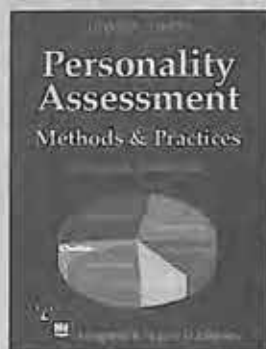
This book gives an integrated overview of anatomical, functional, and cognitive-behavioral aspects of memory and long-term information processing in normal subjects as well as in brain-damaged or psychiatric patients. The volume contains contributions from leading experts, including Endel Tulving, and chapters expressing alternative views and new approaches, as well as discussions of terminology and current controversies.

*This volume does an excellent job of conveying the flavor of ongoing research into the neural correlates of memory and learning. Although the topic is a complex one - nothing less than the integration of mind and brain - the present collection provides a comprehensive account of current concepts and data, and also conveys a satisfying sense that real advances in our understanding are being made.*

Fergus Craik, Glassman Chair  
in Neuropsychology, University of Toronto, Canada.



1999, 296 pages, hardcover  
ISBN 0-88937-213-6 / \$59.00



1999, 592 pages, hardcover  
ISBN 0-88937-209-8 \$59.00

*The ideal teaching tool and textbook for courses on and seminars on personality assessment.*

This highly regarded book, now in its third, fully revised edition, is a survey of concepts, methods, procedures, and materials concerning the assessment of personality. It emphasizes the means and methods of assessment, but theories, research, and issues concerning human personality that have influenced psychological assessment are also considered.

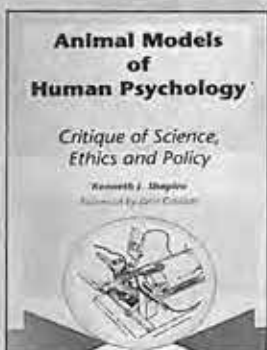
In addition to being a textbook, this volume is a useful source book, providing coverage of a wide range of instruments and procedures, a comprehensive glossary, an appendix of test publishers and addresses, an extensive bibliography, and complete indexes of authors, subjects, and tests. These features add to the book's value as a reference source for professional psychologists and researchers in the behavioral sciences.

## When is animal research necessity and when is it cruelty?

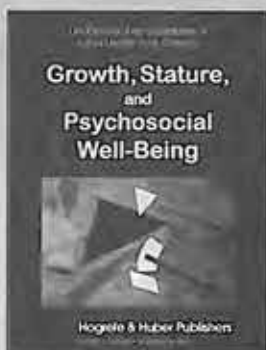
*Animal Models of Human Psychology* is a breakthrough text that presents the first empirically-based system of analysis to determine the answer for this much-debated question.

*This is a book for everyone who is concerned with the experimental use of the non-human animal as a tool in the struggle to better understand and treat physiological and psychological disorders in the human animal.*

Excerpt from Foreword by Dr. Jane Goodall.



1998, 328 pages, hardcover  
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1998, 212 pages, hardcover  
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This book examines the relationship between physical growth and well-being. The questions as to what extent psychological conditions can influence growth, and whether body height has an influence on personality and well-being are at the core of the book. The latter question is all the more important, since treatments to influence body height are available, but entail high investments. Moreover, it no longer suffices to prove that a treatment improves physical parameters, but it has to be shown that patients benefit on the psychosocial level as well. Therefore, assessment of well-being has been given special importance here.

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# A Smelly 113° in the Shade (Or, Why We Do Field Research)

Robert J. Sternberg  
Yale University  
and

Elena L. Grigorenko  
Yale University and Moscow State University

It's 113° in the shade, but we are in the midday sun. So are the dozen or so children in the daycare setting we are visiting in Lucknow, India. The children have been there all morning. We have been there perhaps 30 minutes, but already we are exhausted.

The setting is appalling. The movement of the children in the outdoor center is highly confined because their quarters are so cramped. Sitting on thin rugs, they are jammed into a small open space, perhaps the size of a typical home bathroom in a middle-class home. Unfortunately, the analogy is apropos in more ways than one. The smell of excrement is everywhere—human and animal. There is only an open sewer system and so sewage is all over—on the dirt streets, on the walkways, in the buildings. Our olfactory apparatus is supposed to undergo sensory adaptation, but the stench never seems to go away. We hasten to add that we have worked in a number of similar settings in Venezuela, Jamaica, Tanzania, Kenya, and elsewhere, and the present setting we are in is nothing special. It is better than some, and worse than others.

## Why we are in Lucknow

Indirectly, this sewage is why we are here: At any given time, roughly 40 percent of the children are infected with *Ascaris lumbricoide* (roundworm), which usually is passed on through fecal contamination of food and drinking water or eating of dirt. We are in Lucknow to pilot test items that will be used to assess the effects of medical deworming on cognitive functioning. The slum we are in is one of more than 250 in Lucknow.

In previous research, we and other investigators have found that intestinal worm infections are associated with reduced performance on complex cognitive tasks. Lest the problem sound arcane, according to the World Health Organization, more than 1 billion

children around the world are estimated to be infected with intestinal parasites. These infections will cost them an estimated 20 percent of what would have been their life spans had they not been infected.

Looking around us, we immediately see the combined effects of these infections plus undernutrition. Sixty percent of all children in Lucknow are underweight, but in the slums where we are working, almost all the children are emaciated. Many have skin infections. One child is sweating profusely, all of them are listless, and several of them look ill. By age five, three percent of the slum children will have died. Many others will be severely compromised with respect to both health and nutrition. In the afternoon they will return to their (illegally constructed) homes where there usually are no radios, no TVs, no toys, and no books. The daycare center also lacks these items, as well as desks, chairs, tables, running water, and even a roof.

Elena, who is testing, selects some of the older children to work with. She asks them cognitive test questions. Bob, meanwhile, observes their performance, all of which is translated for us from Hindi to English. After awhile, Elena poses a three-term series problem about the respective heights of three children. Bob whispers to her, "Isn't that problem insoluble?" The child answers and the translator nods that she got it right. Minus one for Bob. He can no longer think straight in the intensity of the 113+° humid smelly heat. Could you?

The squalid conditions under which we are testing are the conditions under which these children and hundreds of millions like them in India and around the world operate 24 hours a day, 365 days a year. Whatever they might be able to do—whatever you might be able to do—in an antiseptic well-ventilated lab

may not apply well here. It's hard to count up IQ points under these conditions, and even harder to make those points count in improving one's life.

As we leave, Bob thinks of a reviewer's comment about an article he has just finished revising. "If Brazilian street children... are intelligent, why can't they select a different environment...?" That's exactly what we are about to do. We're out of there. The children do not have that luxury. For most of them, there is *No Exit*.



Sternberg (pictured bottom left) and Grigorenko (pictured bottom right) share their field research experiences and photos with the *Observer*.



## Why Do Field Research?

Children in cities like Lucknow provide much of the incentive for why we do field research. But for us, the children need not be in exotic places. Many of our studies are in the field in the United States, such as in the schools of the City of New Haven, Connecticut.

*Some psychological problems are most fruitfully studied in the field.*

We study a problem, such as effects of parasitic infection and antiparasitic treatment on cognitive functioning, that cannot be studied in a lab, because the conditions under which children perform day by day are nothing like those of a lab. As Bob found, one's ability to solve a linear syllogism in a lab and in 113° smelly heat just are not the same. The opportunities to acquire the skills to solve it are not the same either. And the relevance to life of the linear syllogism in the slum just does not seem much the same as its relevance in the university lab.

*The field can be a wonderful place to do basic research.*

We do theory-driven, basic science in a field setting and have an opportunity to contribute to scientific knowledge about how parasites and medical treatment for them affect cognitive function-



Lucknow, India

ing. For example, in Jamaica we discovered that intestinal-parasitic infections tend to affect certain complex cognitive processes while leaving more basic processes intact. In Tanzania, we found that administration of antiparasitic medication (albendazole) did not change children's performance on conventional static tests of abilities, but did favorably alter their performance on dynamic tests of abilities where children learn at the time of test.

*Fieldwork can help correct misconceptions and misrepresentations.*

We try to correct what we believe are the serious misconceptions and misrepresentations that in some cases have been created by laboratory-based science when it is not complemented by fieldwork. Thus, we view fieldwork as enhancing and validating lab work, not as replacing it.

For example, investigators of intelligence most likely would find here that the generally low intellectual-ability-test scores of children such as those in the slums of Lucknow predict these children's later low school and life achievement. And in most cases the test scores and later achievements of these children will be low: By grade five, most of the children will have left school because

their parents were unable to afford to send their children to school, even to a public one. The investigators then may conclude that the ability test is valid, and that the children are low in competence. But there is one thing that is almost for sure: The investigators will not have been raised, educated, and tested in 113° stinky humid heat. If they had been, by the roll of the dice of chance, it is quite possible that some article yet to be written would end up being about them rather than by them.

Almost any investigator who visits here will see that the environmental press under which billions of people in the world

SEE FIELD RESEARCH ON PAGE 20

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- 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:

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# 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).

## Ball State University

Ball State University (BSU) is located on an attractive campus in east central Indiana approximately 50 miles northeast of Indianapolis. The campus master plan includes developing the 955 acre campus into an arboretum. Its approximately 18,000 graduate and undergraduate students enroll in one of seven academic colleges, which offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. The campus is a leader in technology-based learning, offering excellent computer classroom and laboratory facilities. Information about BSU can be found at [www.bsu.edu](http://www.bsu.edu).

### Department of Psychological Science

The Department of Psychological Science is in the College of Sciences and Humanities, the largest academic college at BSU. The 18 full-time faculty members represent diverse areas of psychology, as evidenced by our research interests listed below. BSU will hire three additional faculty this coming year. Its faculty members have achieved excellence in both teaching and research. Two faculty members have received national teaching awards and three have been recognized as outstanding faculty at BSU. In the last five years, research has been funded by the American Psychological Foundation, the National Institute of Aging, the National Science Foundation, and the United States Department of Education (FIPSE); recent representative research appears in *Journal of Personality and Social Psychology*, *Journal of Experimental Psychology*, *Psychological Bulletin*, and *Journal of Personality Assessment*.

### Chair

David Hines joined the faculty in 1980 and has served as department chair since 1984. His recent research focuses on media influences on smoking initiation and on occasional smoking in young adults.

### Faculty

Deborah W. Balogh	Paul M. Biner
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Robert Fischer	David Hines
Thomas M. Holtgraves	Mary E. Kite
Frank Meeker	Gary Meunier
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Departmental Web Page: [www.bsu.edu/psysc](http://www.bsu.edu/psysc)

Graduate Program Web Page: [www.bsu.edu/provost/graduate/psysc](http://www.bsu.edu/provost/graduate/psysc)

### Undergraduate Program

Psychology is one of the most popular fields of study at BSU, with about 600 students having declared it as a major or minor. The program introduces students to both the science and practice of psychology. All psychology majors must take statistics and at least one laboratory course, about half do an internship in an applied setting, and about a quarter work on research projects with faculty members. Student research is facilitated by University-funded undergraduate research fellowships and grants, and each year a number of top students complete empirical honors theses under the direction of faculty members. In addition, the Academic Honors in Writing program recognizes excellence in student writing.



## Graduate Program

### Graduate Training

The graduate programs are small (a maximum of 10 students are admitted to each program each year) and most students are funded by assistantships. Part-time students are welcome in either program. Diversity is a focus of all our graduate courses.

The **Master of Arts in Cognitive and Social Processes** is a new two year degree program being offered for the first time this academic year. The program provides extensive training in social and cognitive psychology and on the interface between the two disciplines. Students also are encouraged to acquire specialized training in research methods and statistics. Students can also choose to specialize in other areas of psychology. Graduates can pursue a PhD in either cognitive or social psychology or seek employment in applied settings. Interested students can enroll in practica designed to help them explore their applied interests.

The **Master of Arts in Clinical Psychology** is a two-year degree program designed to provide training that is consistent with a scientist-practitioner model of clinical psychology. Students receive broad-based training in psychology, taking courses in statistics, research methods, cognitive, and physiological psychology in addition to their clinical courses. Practicum training begins the second year of the program (or its equivalent for part-time students). Practicum sites range from the University Counseling Center to Community Mental Health Services to Riley Hospital for Children. Approximately one half of our graduates seek and successfully gain admission to competitive, APA-approved programs in clinical, counseling, and school psychology programs. The program has an excellent reputation for providing strong practitioner training in addition to strong academic training and our graduates who choose to seek employment directly after graduation have secured a variety of jobs in mental health service settings.

### Research Areas

Members of the Department of Psychological Science conduct research on a variety of topics, including:

- applications of social psychological theory to the understanding of heterosexuals' attitudes toward lesbians, gay men, and bisexuals
- correlates of academic integrity and dishonesty and development of interventions for the prevention and remediation of academic dishonesty
- ethical issues in college teaching from the viewpoints of instructors and students
- motivational bases of the illusion of control creativity and problem solving
- online interactive models of thinking
- stereotypes of older adults
- psychological assessment in forensic settings
- factors influencing the accuracy of eyewitness testimony
- social psychological variables involved in the production and comprehension of language
- factors influencing the retention of psychology majors
- factors influencing perceptions of sexual harassment
- validity of MMPI profiles to identify young adults vulnerable to schizophrenia spectrum disorders
- effectiveness of supported employment for persons with psychiatric disabilities

### Joint and Interdisciplinary Programs

**The Center for the Teaching of Integrity** is a centralized resource for educational and scholarly materials relevant to the teaching of integrity. It assists faculty members in teaching and modeling integrity in the classroom, and advises and assists faculty members and students interested in conducting research on integrity and related issues in both academic and nonacademic environments.

**The Diversity Policy Institute** facilitates the development of diversity-inclusive curricula, contributes to the national scholarly discourse on diversity policy in higher education, and fosters a university environment that will enable graduates to excel in a culture that is growing ever more diverse. The Institute's mission is based on a broad definition of diversity that includes race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and religion.

**The Fisher Institute for Wellness** promotes wellness through comprehensive service and research programs concerned with what constitutes a well person and how wellness makes a contribution to the individual, the community, and society. Services include health assessment and screening, and health enhancement and education programs. The research mission of the institute includes assisting corporations and the public in judging the effectiveness of wellness programs.

**The Center for Gerontology** operates within the Institute for Wellness. The Center sponsors educational programs that provide information about processes of aging and the needs of an aging society, proficiency training for persons who provide services for older adults, and development of expertise for professionals planning to specialize in geriatric services.

**The Office of Teaching and Learning Advancement** supports faculty members in their exploration, innovation, and development of the best pedagogical practices by facilitating access to teaching and learning resources; implementing programs that help faculty become effective, high-quality, expert teachers; and advocating policies and practices that support effective learning and reward quality teaching.



# APS Members In the News . . .

**Nancy E. Adler**, Univ. of Calif. San Francisco, *The New York Times*, June 1, 1999: Socioeconomic status and health

**Renee Baillargeon**, Univ. of Illinois-Urbana, *Science*, Aug. 6, 1999: Cognitive development

**Abigail Baird**, Harvard Univ., *U.S. News and World Report*, Aug. 9, 1999: Teenage behavior

**Sheri Berenbaum**, Southern Illinois Univ., *U.S. News and World Report*, Aug. 9, 1999: Teen behavior

**Kelly D. Brownell**, Yale Univ., *The New York Times Magazine*, Aug. 22, 1999: Teenage boys, body image, and self-esteem; *Fitness*, Sept. 1999: Cutting calories

**John Bruer**, McDonnell Foundation, *The New York Times*, Aug. 3, 1999; *Time*, Aug. 16, 1999: The Mozart effect

**Linda S. Buyer**, Governors State University, *The Chronicle of Higher Education*, April 16, 1999: The Internet and distance education

**Patricia Carpenter**, Carnegie Mellon Univ., *Science*, Aug. 6, 1999: Cognition

**Mary Carskadon**, Brown Univ., *U.S. News and World Report*, Aug. 9, 1999: Sleep

**Thomas Cash**, Old Dominion Univ., *Fitness*, Aug. 1999: Body image

**Christopher Chabris**, Harvard Univ., *The Washington Post*, Aug. 30, 1999: The Mozart effect

**Joan C. Chrisler**, Connecticut College, *The National Post*, July 21, 1999: Women's weight

**Richard Cimbalo**, Daemen College, *Prevention Magazine*, Aug. 1999: Walking

**Peter B. Crabb**, Penn State Univ., *Details*, Aug. 1999: Obsessive telephone and video surveillance

**Mihaly Csikszentmihalyi**, Univ. of Chicago, *Made-moiselle*, Sept. 1999: Challenges

**Richard J. Davidson**, Univ. of Wisconsin-Madison, *The New York Times*, July 24, 1999: The brain and happiness

**Edward F. Diener**, Univ. of Illinois, *The New York Times*, July 24, 1999: Happiness and the brain

**Paul Ekman**, Univ. of California-San Francisco, *Made-moiselle*, Sept. 1999: Lying

**Robert Epstein**, United States International Univ., *The Chronicle of Higher Education*, May 7, 1999: *Psychology Today* editorship

**Edna B. Foa**, Univ. of Pennsylvania Medical School, *Shape*, Aug. 1999: Post traumatic stress disorder

**Peter Frensch**, Max Planck Institute, *Science*, Aug. 6, 1999: Cognition

**Sarah L. Friedman**, NICHD, *The Washington Post*, Aug. 22, 1999: Children, families, and the influence of child care

**Solomon Fulero**, Sinclair College, *48 Hours*, CBS, July 22, 1999: Eyewitness testimony

**Rochel Gelman**, Univ. of California-Los Angeles, *Science*, Aug. 6, 1999: Cognitive development

**Paul Gold**, Binghamton Univ., *Harvard Education Letter*, July/Aug. 1999: Breakfast for the brain

**William Greenough**, Univ. of Illinois, *The New York Times*, Aug. 3, 1999: The Mozart effect

**Steve Hinshaw**, Univ. of California-Berkeley, *Science*, Aug. 13, 1999: Children and drugs

**Richard Ivry**, Univ. of California-Berkeley, *The New Yorker*, Aug. 2, 1999: Physical genius

**Marcel Just**, Carnegie Mellon Univ., *Science*, Aug. 6, 1999: Cognition

**Daniel Kahneman**, Princeton Univ., *The New York Times*, July 24, 1999: The brain and happiness

**Arthur F. Kramer**, Univ. of Illinois at Urbana-Champaign, *USA Today*, July 29, 1999; *The Boston Globe*, July 29, 1999: Aerobic exercise and the brain

**Patricia Kuhl**, Univ. of Washington, *The New York Times*, Aug. 3, 1999; *Time*, Aug. 16, 1999: The Mozart effect

**Sarah Leibowitz**, Rockefeller Univ., *U.S. News and World Report*, Aug. 9, 1999: Anorexia

**Angeline Lillard**, Univ. of Virginia, *Science News*, June 5, 1999: Ethnopsychologies

**Lewis Lipsitt**, Brown Univ., *The Providence Journal*, Aug. 13, 1999: Violence and research

**Richard McCarty**, APA, *The Washington Post*, Aug. 10, 1999: Research spending and the mentally ill

**Timothy McNamara**, Vanderbilt University, *Science*, Aug. 6, 1999: Cognition

**Charles Nelson**, Univ. of Minnesota, *The New York Times*, Aug. 3, 1999; *Time*, Aug. 16, 1999: The Mozart effect

**Irene M. Pepperberg**, Univ. of Arizona, *Science*, June 25, 1999: Primates and consciousness; *48 Hours*, CBS, Aug. 19, 1999: Parrot intelligence

**David B. Pisoni**, Indiana Univ., *The Indianapolis Star*, July 8, 1999: Elderly drivers

**Karl Pribram**, Radford Univ., *U.S. News and World Report*, Aug. 9, 1999: Teen behavior

**Dennis Proffitt**, Univ. of Virginia, *Science*, Aug. 6, 1999: Perception

**Adrian Raine**, Univ. of Southern California, *The Washington Post*, July 23, 1999: Violence and the brain

**Francis Rauscher**, Univ. of Wisconsin-Oskosh, *The New York Times*, Aug. 3, 1999; *Science*, Aug. 6, 1999; *The Washington Post*, Aug. 30, 1999: The Mozart effect

**June M. Reinisch**, R2 Science Communications Inc., *Glamour*, Sept. 1999: Women's sexual desire and age

**Susan Resnick**, National Institute on Aging, *Science*, Aug. 6, 1999: The brain and aging

**David C. Rowe**, Univ. of Arizona, *The Washington Post*, Aug. 11, 1999: The genetic influence on parenting

**Duane Rumbaugh**, Georgia State Univ., *The New York Times*, July 29, 1999: Monkeys, chimpanzees and game-like computer tasks

**Leonard Saxe**, CUNY-Graduate School, *NBC Weekend News*, Aug. 7, 1999: Polygraph tests and security at national weapons laboratories

**Norbert Schwarz**, Univ. of Michigan, *The New York Times*, July 24, 1999: Happiness and the brain

**Martin E. P. Seligman**, Univ. of Pennsylvania, *The New York Times*, July 24, 1999: Happiness and the brain

**Roger Shepard**, Stanford Univ., *Science*, Aug. 6, 1999: Cognition

**George Sperling**, Univ. of California-Irvine, *Science*, Aug. 6, 1999: Cognition

**Elizabeth Spelke**, Massachusetts Institute of Technology, *Science*, Aug. 6, 1999: Cognitive development

**Kenneth Steele**, Appalachian State Univ., *The Washington Post*, Aug. 30, 1999; *Science*, Aug. 6, 1999: The Mozart effect

**Steven E. Stern**, Univ. of Pittsburgh-Johnstown, *The Toronto Star*, Aug. 29, 1999: Social psychological effects of technological change

**Robert J. Sternberg**, Yale Univ., *Science*, Aug. 6, 1999: Cognition

**Saul Sternberg**, Univ. of Pennsylvania, *Science*, Aug. 6, 1999: Cognition

**Michael Terman**, Columbia Univ., *Fitness*, Sept. 1999: Seasonal affective disorder

**Herbert S. Terrace**, Columbia Univ., *The New York Times*, July 25, 1999: Animal behavior

**Ross A. Thompson**, Univ. of Nebraska, *The New York Times*, Aug. 3, 1999: The Mozart effect

**Richard Tremblay**, Univ. of Montreal, *The New York Times Magazine*, Aug. 22, 1999: Aggression, boys, and testosterone

**David A. Washburn**, Georgia State Univ., *The New York Times*, July 29, 1999: Monkeys, chimpanzees and game-like computer tasks

**Gary Wells**, Iowa State Univ., *48 Hours*, CBS, July 22, 1999: Eyewitness testimony

**Everett L. Worthington, Jr.**, Virginia Commonwealth Univ., *USA Today*, Aug. 25, 1999: Forgiveness and health

**Marvin Zuckerman**, Univ. of Delaware, *U.S. News and World Report*, Aug. 9, 1999: Teenage behavior



## MISCELLANY

Investigators have mapped a region of the brain responsible for a certain kind of multitasking behavior, the uniquely human ability to preform several separate tasks consecutively while keeping the goals of each task in mind. Using imaging technology, scientists from the National Institute of Neurological Disorders and Stroke (NINDS) found that a specific type of multitasking behavior, called branching, can be mapped to a certain region of the brain that is especially well developed in humans compared to other primates. According to APS Member Jordan Grafman, chief of the NINDS Cognitive Neuroscience Section and a co-author of the study that appeared this May in *Nature*, these results suggest that the anterior prefrontal cortex, the area of the brain that is most developed in humans, mediates the ability to depart temporarily from a main task in order to explore alternative tasks before returning to the main task at the departed point.

In a recent interview with the Center for the Advancement of Health, David Sleet, associate director for science in the Division of Unintentional Injury Prevention at the Centers for Disease Control and Prevention's National Center for Injury Prevention and Control, said that behavioral and social scientists have much to contribute to the injury prevention field, but until recently, there has been little dialogue between the two areas. Unintentional injuries are the fifth leading cause of death in the United States and the leading cause of years of potential life lost before age 65. Sleet said the Centers for Disease Control is becoming more and more supportive of the behavioral and social sciences' contributions to public health and would like to expand the dialogue between injury prevention and social and behavioral sciences.

Each institute at the National Institutes of Health is currently developing a five-year strategic plan, due to NIH Director Harold Varmus at the end of the year. So far, about 10 institutes have posted draft plans on the Internet ([www.cfah.org/alliance/HABITvol2no10/nihprioritydocs.htm](http://www.cfah.org/alliance/HABITvol2no10/nihprioritydocs.htm)). In order to ensure that basic and applied behavioral research is included in these plans, researchers are invited to submit comments to the individual institutes.

The National Institute on Aging (NIA) recently announced its Pilot Research Grant Program, which seeks small grant applications in specific areas to: stimulate and facilitate the entry of promising new investigators into aging research; and encourage established investigators to enter new targeted, high priority areas in this research field. The R03 program provides support for pilot research that is likely to lead to a subsequent individual research project grant (R01) and/or a significant advancement of aging research. Application receipt deadline is November 17<sup>th</sup>. For more information, check the NIA website at [www.nih.gov/grants/guide/pa-files/PA-99-049.html](http://www.nih.gov/grants/guide/pa-files/PA-99-049.html).

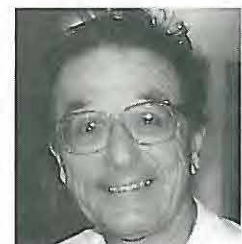
## People

APS Charter Member and Fellow **Ursula Delworth** has received the Leona Tyler Award for lifetime achievement from Division 17 of the American Psychological Association. Delworth is professor in the division of psychological and quantitative foundations at the University of Iowa. She is a former president of Division 17.

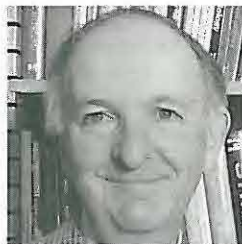
APS Charter Member **Robert Epstein** has been appointed University Research Professor at United States International University (USIU) in San Diego. He also serves as editor-in-chief of *Psychology Today* magazine and adjunct professor of psychology at San Diego State University, and he hosts a nationally-syndicated radio program for *Psychology Today*. At USIU, he conducts research on creativity which suggests that the creative process is orderly and predictable.



**Paul D. Lipsitt**, an APS Charter Member and Fellow is the 1999 recipient of the American Academy of Forensic Psychology Distinguished Contributions Award. This annual award is presented to a forensic psychologist who has made outstanding contributions to the field. Lipsitt, a psychologist and an attorney, has held faculty appointments at Boston University, Harvard Medical School, and SUNY-Buffalo. He has served as Research Director in Law and Psychology at the Law-Medicine Institute, Boston University and at the Laboratory of Community Psychiatry, Harvard Medical School. A graduate of Brown University, he holds a law degree from Boston University School of Law, a Master of Science degree from Tufts University and a doctorate in psychology from the University of Chicago.



APS Fellow and Charter Member, **Ralph L. Rosnow**, received the George A. Miller Award of APA's Division 1 at the August meeting of the American Psychological Association in Boston. The award was given for Rosnow's article published in the *American Psychologist* in 1997, titled, "Hedgehogs, Foxes, and the Evolving Social Contract in Psychological Science: Ethical Challenges and Methodological Opportunities." Rosnow is the Thaddeus Boston Professor of psychology and Director of the Social and Organizational Division at Temple University.





# WWW.PSYCHOLOGICALSCIENCE.ORG A Year Old and Still Growing!

It has now been a year since the American Psychological Society relaunched its new website [www.psychologicalscience.org](http://www.psychologicalscience.org) and the response to the site has been overwhelming. However, we are not resting on our laurels but are instead embarking on the next phase of its development with some exciting additions for members.

The objective in the creation and function of the new APS Website was to provide as much information as possible about the Society, its function, its programs, its activities, and the field of psychology itself. We wanted to make sure that no one ever came away from our site frustrated that they could not find a phone number, contact name, link, publication, convention date, or any other piece of information regarding APS or the field of psychological science.

"The academic community was among the first to embrace and take advantage of the emerging technologies of email and the Internet in the early 1990s," said APS Director of Communications Elizabeth Ruksznis. "This group of people is now very savvy when it comes to the Internet and often uses email as their primary, or at least initial, form of com-

munication. Since the membership of the American Psychological Society is largely made up of university and college professors and researchers, we wanted a site that lived up to their expectations and needs."

APS wanted its site to be one-stop shopping for psychological scientists so that they, as well as anyone else on the web, could find the information they were looking for in a quick and efficient manner.

To achieve this, we included all of the available information about APS and the different activities and products of each department within APS. We also included information about the field—such as funding and links to other organizations—that would be of interest to members. Since this was a significant amount of information, it was important that it be organized in such a way that everything was easy to find within a few clicks of the homepage.

"This new website is a clear function of one of the major tenets of the APS mission, which is to promote, protect and advance the interests of scientifically oriented psychology in research, application and the improvement of human welfare," said APS Executive Di-

rector Alan G. Kraut. "Through this website we are fully *promoting* the science of psychology in its function, application, and development. In addition, though the better communication of this information through the site, the second and third tenets of the mission—to *protect* and *advance*—are also served. Information is power and in clearly, quickly, and easily providing as much information as possible, the APS Website empowers its members in all aspects of their involvement in the field of psychological science."

So on October 1, 1998, [www.psychologicalscience.org](http://www.psychologicalscience.org) went live. Then, last spring, a secure server, online registration capabilities, and a search engine for the *Observer* job ads were added. And this winter we are adding something even more exciting: an online membership directory in a "Members Only" section.

## Coming Soon!

In a few months members will be able to use their membership identification numbers (shown above your name on APS journals' mailing labels) and a self-determined password to access the information in this new addition to the website. Within this section, members will have access to an online directory of APS members. This directory will include the same information available in the printed version, but will give APS members privileged immediate access to current (and searchable) information that will be updated on a weekly basis.

Can't remember where your graduate mentor is now affiliated? Need the address of a colleague? It will be at your fingertips. To protect your privacy, this directory will be limited solely to APS Members, will allow a limited number of searches per access to prevent accidental misuse, and will give members the option of opting out of the online directory. However, this directory will also give you the opportunity to make sure your membership record, including your mailing address, email address, and membership status is correct and up to date. The directory will allow members to make changes to their record that will appear within a week. ♦

**A**PS has carefully tracked website traffic since relaunching the site. We have measured page accesses (the number of times a page on the website is accessed) and hits (the number of images that are viewed). Since one page may have a number of images (and so count as several hits), we generally use accesses to determine traffic trends.

To date, the site averages about 2,000-4,000 page accesses and 7,000-12,000 hits a day. On a monthly basis, the site gets between 30,000 and 50,000 access and between 170,000 and 230,000 hits a month. In fact, traffic has been so high on the website, we have increased the website budget to allow for more memory and storage capabilities for the site.

In addition, we can track what pages are most heavily viewed and what information is most often downloaded. For example:

1. Website traffic is heaviest Monday through Friday and drops off on weekends.
2. Traffic slowed in the summer months but picked back up on September 1st with a record number of accesses.
3. The most often viewed pages include the job ads posted from the APS *Observer*, and the Links page, which offers links to dozens of other societies, funding resources, federal agencies, and sites of interest to APS members.
4. The website has become one of the most often used means of joining or renewing membership, registering for the convention, and ordering APS publications.



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## MENTORING FROM PAGE 1

different needs that must be met in order for them to reach the goals they are striving to attain. A mentor is someone who is willing and able to meet a mentee's crucial needs," he said.

### Making the Connection

Scientists are in need of mentors at many stages of their career but particularly in undergraduate and graduate study, and as they make the transition from student to faculty member.

APS Member David G. Elmes of Washington and Lee University, an undergraduate institution, has been involved in mentoring at his university since 1967. He points to the importance of mentoring for students at the undergraduate level.

"Students need academic role models who are scholars, who are doing research, and who are living the academic life. The best way to see that is to work one-on-one with someone," said Elmes. "Today, students often don't view the scholarly life as something that is worth pursuing. In order to convince them it is a good thing to do, you need a strong mentor."

To ease not only the transition to a new school but also the transition from student to faculty member, Wake Forest's Best assigns new faculty members a mentor within the department, for each course they teach.

"For example," she said, "If a new faculty member were teaching an experimental psychology class, they would be assigned a mentor with background in experimental psychology, or if it were a class in perception or cognition, the new faculty member would have another person who is in that same area."

Best also gives new faculty members a research mentor. "This way, they have two or three senior people who they can approach with questions. That seems to open the door so that they feel comfortable. It is not that they spend any formal time with those folks, but the connection has been made for them so they don't feel awkward going to them," she said.



Best, pictured above with students, has fostered mentoring among Wake Forest University's faculty in the Psychology Department.

Another benefit of the mentoring relationship—in addition to the professional guidance, advice and contacts a mentor can provide—is the close and lasting friendship that can develop.

"My advisor when I was an undergraduate, Robert Beck, is still on the faculty here at Wake Forest," said Best. "When I became chair, he was probably one of my strongest supporters," said Best. "He is still the person I consult to test my ideas and run things by."



Elmes

### Chemistry in Psychology

It is nearly impossible to predict how a mentoring relationship will develop, or with whom. While a number of schools and organizations have mentoring programs, a mentoring relationship can evolve without planning. In fact, you may not realize you have a mentor or have been serving as a mentor until well after the relationship is established.

"I often thought of a mentoring relationship as an officially stated relation between two individuals wherein one person (i.e., the mentor) provided guidance to the other (i.e., the mentee)," said Ricardo Marte, the APSSC director of communi-

DREW APPLEBY  
INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANA

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### Mentoring Resources

There are a number of resources available on the internet for both mentors and those looking for a mentor. Here are some examples:

#### Psi Beta

<http://www.ivc.cc.ca.us/PSIBETA/>

#### Psi Chi

<http://www.psichi.org/content/>

#### Society for the Teaching of Psychology

<http://teachpsych.lemoyne.edu/>

#### Peer Resources: The Directory of Mentor Arts and Mentorship

<http://www.peer.ca/mentor.html>



## FROM PREVIOUS PAGE

cations and a graduate student at University of Nevada-Reno. "After three years in graduate school however, I have found that my conception of a mentor was too limited."



Hailstorks

Marte served as a research assistant in the department of human development and family studies and although he never deliberately looked for a mentor, Marte formed a mentoring relationship with someone who, he says, made an extraordinary impact on him.

"My first year as a graduate student was very challenging, academically and personally," said Marte. "Not only were the expectations and workload in my program high, my views as to how these expectations should be achieved differed from those of the faculty. Given these challenges, it was inspiring to work for a faculty member outside my program, whose workload was two to three times more than mine. Yet, this person was sympathetic to my hardships. It was humbling to see that the workload I was complaining about as a first year student would be nothing compared to what I was expected to accomplish as a PhD."

Marte says that his mentor's behavior modeled what he wanted to be. "His academic achievements served as the goals I wanted to achieve as a PhD, while his kindness illustrated how I wanted to be as a person with a PhD," said Marte.

### Mentoring at the National Level

Diversity Project 2000 is a national mentoring and leadership program for ethnic minority honor students who want to engage in careers in psychology. The Diversity Project 2000 is a summer institute in which students complete 10 leadership workshops. The program was established in 1994 and is supported by the National Council of Psi Beta—the national honor society of psychology for community colleges.

"Our primary focus at this time is research and research careers," said APS Member Robin Hailstorks co-director

of the program and a professor at Prince George's Community College (PGCC) in Maryland. "There is an under representation of students of color in psychology, especially in research areas. Because we need to address the issues of the global community, and as the diversity of America changes, we certainly need people with cultural competence to address those issues."

In the past five years, Diversity Project 2000 has significantly grown from its shoestring beginnings. More than 80 students have been a part of the program since its inception. In order to become part of the program, students must be nominated by their own mentor and must be honor students taking courses in psychology.

Students must also pass through a screening process. Once they pass the screening process, they are then assigned a regional mentor and then a national mentor.

One of Hailstorks's own mentees successfully completed the Diversity Project 2000 program.

"My student, Lisa Jackson, of whom I am very proud, is now at the University of Michigan. She is the first Truman scholar from PGCC," said Hailstorks. "From PGCC, she moved on Bowie State University on a full academic scholarship, and now she is at Michigan. These are students who have potential. What we do is open up doors for them."



Appleby

Elmes, who is also president-elect of the Council on Undergraduate Research (CUR) says that CUR has an organization-wide mentoring program that provides mentoring for faculty who need help. "For example," Elmes said, "if someone wants a pre-proposal for a grant to be looked at, or if someone is having problems setting up a laboratory they can go to the division and get help." (For more information on CUR's mentoring program, see [www.cur.org](http://www.cur.org).)

The Society for the Teaching of Psychology also has a mentoring service to enable teachers with questions about pedagogical topics, methods, issues, or specific classes to identify and communicate with more experienced colleagues. On the website for the mentoring service (<http://teachpsych.lemoyne.edu/teachpsych/div/mentoringservice.html>) potential mentors are listed by topics including advising, chairing an academic department, balancing career and family experiments in introductory psychology, and undergraduate research, among a number of other very pertinent

areas. While giving the opportunity for some to find a mentor, the service also gives researchers the opportunity to volunteer as a mentor.

### A Good Test Drive

So, what makes a good mentor and how can you be sure you have chosen the right mentor or you are effectively serving as a mentor?

In an article published in the Spring 1999 issue of *Eye*

on Psi Chi (Vol. 3, No. 3, pp. 38-39) based on the address he gave when he received Marian's Mentor of the Year award, Appleby writes that a mentor must be professionally competent, interpersonally skillful, and/or possess certain attributes. (For full text of the article, see the Psi Chi website at <http://www.psichi.org>.) The attributes he refers to include:

- Interpersonal skills such as having a caring and encouraging nature, being promoting and sponsoring of the mentee, supporting and protecting proteges, while also being challenging

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***Through mentoring, people have the opportunity to see how the job ought to be done and they can ask questions. If you find the right mentor or the right mentee, the relationship is almost magical in the sense that you become friends, but you also have professional support built into the relationship. I don't think that ever changes.***

---

DEBORAH BEST  
WAKE FOREST UNIVERSITY

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and demanding of them;

- Personal attributes including being: mature, wise, friendly, optimistic, admired, revered, trustworthy, and dependable; and
- Professional competencies such as being qualified, competent, experienced, seasoned, knowledgeable, informative, professionally involved, and active in the field.

A website from Peer Resources called The Mentorship Directory (<http://www.peer.ca/mentor.html>) is a good general resource for mentors. Information includes a bibliography for mentor information and research, program tips from mentor experts, lists of mentor programs, books, and seminars, and links for other mentoring sites on the internet.

APSSC President Dan Richard says there is no single defining characteristic of a good mentor.

"I think that a student will have to get to know the person, and vice versa" he said. "If the person shows concern for the student and is willing to give time and effort so that the student can benefit, then the relationship likely is worth pursuing. The rest is uncertain. Sometimes finding a mentor can be like buying a car. A good test drive is recommended."



Marte

### The Gift that Keeps on Giving

*Observer* "Student Notebook" Editor Kym Bennett says that she has been fortunate enough to be mentored by two great mentors: one as an undergraduate at the University of Redlands, and now as



Richard

a graduate student at the University of Nevada-Reno.

"My undergraduate mentor, Cheryl Rickabaugh, has played such an instrumental role in my academic development," said Bennett. "Rickabaugh inspired me as an undergraduate with her teaching enthusiasm, and guided me through my first research experiences. She also provided me with insightful advice while I was going through the graduate school application process. Rickabaugh has not only helped me academically, but she remains a close friend, and I hope to some day collaborate with her on a research project."

Bennett's current mentor, Marta Elliott at the University of Nevada-Reno, has provided Bennett with useful advice and guidance since starting the interdisciplinary PhD program in social psychology. Elliott has worked with Bennett on her first major research project, providing her with assistance and encouragement at all points along the way.

"She is always giving of her time, and it has been a true pleasure to work with her," said Bennett. "I feel very fortunate to have benefited from the experience and helpfulness of these two extraordinary mentors. Both have helped me in my academic growth, and I hope that I can someday serve as a mentor for students, hopefully paying back the gifts that have been given to me!" ♦



Bennett

### FIELD RESEARCH FROM PAGE 11

live inexorably will create a correlation between low "ability" and low "achievement." The children have little chance to acquire or display either.

#### *Fieldwork provides unique opportunities to make a difference to individuals and societies.*

In some of our current work, we try to figure out what the effects of parasites are on children's cognitive functioning, how these effects can be remediated, and whether the medications that improve children's physical condition has any effect on their mental condition. Through our work, we may have an opportunity to make some difference to the lives of some of the billion children who are parasitically infected, or perhaps to the lives of their future children.

Psychology is sometimes perceived as favoring the well-to-do. For example, poor people and poor societies cannot always afford psychotherapy. As another example, because of the substantial positive correlation between conventional ability and achievement test scores, on the one hand, and socioeconomic status (SES), on the

other, intelligence testing is perceived by some as providing a means for the well-to-do to ensure the economic well-being of their children. George Miller suggested psychologists "give psychology away," but to whom? Certain kinds of fieldwork provide an opportunity to give it away to those who arguably need it most.

#### *We have an opportunity to see life through the eyes of those whom we seek to understand.*

We get to some small extent to see the world through the eyes of the people who live there rather than through the eyes of a tourist, and without the sometimes rarefying lenses covering the eyes of a laboratory investigator. And it's to understand the world through people's own eyes that attracts many individuals like us to psychology in the first place.

### Common Misconceptions about Field Research

Some people might be interested in doing field research but be discouraged by one or more misconceptions about it. We have found three misconceptions to be particularly common, not only among students, but among faculty colleagues as well.

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*Field research is almost always applied.*

Some people mistakenly equate field research with applied research. Nothing could be further from the truth. Field research, like lab research, can be basic or applied. Most of the research we do is basic—testing a theory in a field setting.

*Field research is nonexperimental or “soft.”*

Field research can be either experimental or nonexperimental. There is no necessary association between fieldwork and nonexperimental work. We do some of each kind. For example, in our India study, experimental and control groups involved randomized assignment of participants to experimental (administration of Vitamin A plus albendazole) or control (administration of Vitamin A only) groups. In our Jamaica study, infected children were randomly assigned to medical-treatment or placebo-treatment groups (although all children received medical treatment at the completion of the study).

*Field research is primarily for people who are interested in “culture.”*

Field research is for *anyone* who is interested in testing hypotheses in an unbiased way in order to ensure the generality of their findings. For example, a major goal in our fieldwork in Kenya was to test the notion underlying the construct of general intelligence (“g”) that all ability tests show a manifold of positive correlations with each other. A special opportunity to test this hypothesis arose out of our learning that children in certain villages regularly acquired and used, outside school settings, informal knowledge about medicinal herbs that treat illnesses.

We found their levels of this informal knowledge to be *negatively* correlated with scores on Western ability tests and with school achievement, suggesting that children sometimes may ac-



quire practical intellectual skills not because of their academic intellectual skills, but instead of them. Our main interest was not in the Luo culture in which we worked, *per se*. Rather, it was in the answering of a basic psychological question in an appropriate setting that enabled us to answer, or at least to address a fundamen-

tal question outside the confines of assumptions about participants, paradigms for testing, and educational values that researchers may not even be aware they have.

*It takes so long to learn about field settings, particularly in other cultures, that it is not practical for most people to do research in the field.*

It does take time to learn about field settings, whether the setting is a school or business in the United States or a place of worship in another culture. In order to make such research practical, therefore, it is usually essential to work with local informants or collaborators. Such team members can make practical and realistic what otherwise would be a formidable barrier. A fringe benefit is that one acquires colleagues and even friends in an interesting and diverse variety of settings.

*Field research requires specialized formal training and preparation that few investigators will have had.*

Field research does require a lot of training and preparation, but most of it is informal rather than formal: It is learned in the field, on the job, as one prepares to do and then eventually executes the research. Sometimes the training is in the School of Hard Knocks, as when assumptions such as ones about the ready availability of desks, pencils, paper, and the availability of a propitious setting for testing quickly vanish. But for those interested in life-long learning, field research is one of the best ways to pursue it.

Our physical stay in Lucknow, India, is brief. But the most gratifying thing of all about research of this kind is that something we have to offer will remain in Lucknow, and something Lucknow has to offer will remain in us. ♦

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# The Student Notebook

Kymerley K. Bennett ♦ Editor

## The Undergraduate Perspective: Wasted Potential

Danny Oppenheimer  
*APSSC Undergraduate Advocate*

It seems as though in the past year there has not been an issue of the *Observer* that in some way did not address the public's misconception regarding the *science* of psychology. Various solutions have been proposed for this lack of understanding and all of them are laudable. However, it seems as though in brainstorming about how to spread the word about our discipline, we have overlooked a crucial resource.

As you may have guessed from the title of this article, or the position of the author, this resource is none other than the undergraduate population, especially (but not limited to) psychology majors. In this article I will maintain that undergraduate students are perhaps the most powerful weapon we have in educating lay people about the empirical issues of relevance to psychological scientists. Undergraduates may also be the most efficacious way of realizing the goal of mass recognition of our discipline as a science.

Although there are a great number of reasons why undergraduates are such an important resource, I will limit myself to three: availability, malleability, and networks to other disciplines.

If there is any other population in America that is a more captive audience to discussions of psychological science than university undergraduates, I have not found it. A notable portion of undergraduates enroll in introductory psychology courses where they are required to listen to innumerable lectures by psychological scientists. Few other venues provide the opportunity for the elaborate argumentation and examples necessary to counter the influence of popular perceptions of psychology, especially to such a large audience. It is important that faculty members take advantage of the opportunity presented in introductory psychology courses to discuss how psychology is scientific, and relate that prin-

ciple to all the elements of the course.

Additionally, unlike many of the lay public who have preconceived notions of psychology and who are resistant to change, undergraduate students have had little exposure to the field and are much more flexible about their views of the nature of the discipline. Two of the many reasons that students attend college are to challenge their perceptions of the world, and to expand their world view. Thus, bringing psychological science to the undergraduate population is considerably easier than doing so with lay persons not studying the discipline. It would be unfortunate to wait until a schema of psychology as unscientific is formed before trying to educate students about the field.

Undergraduates, by the nature of their core curriculum and elective requirements, are in constant contact with students and faculty from a variety of disciplines outside psychology. While most of the interaction that faculty have while at the office is likely to be with other faculty within their discipline, undergraduates spend their time in classes, and in their places of residence (e.g., dorms, fraternities, sororities, etc.) with students from other fields. This networking puts undergraduates

in a unique situation to spread information about the scientific nature of psychology.

Speaking from personal experience, hardly a week goes by where I do not talk about my research with other undergraduates who are not psychology majors. And guess what? These individuals come away with a better understanding of psychology as a scientific discipline. The incredible networks that undergraduate psychologists have to students in other areas provide an efficacious means of promoting psychological science.

I am not arguing that undergraduates should be the sole bearers of the torch of psychological science; many of the suggestions put forth in the *Observer* over the past year are meritorious of implementation as well. I am merely saying that as psychologists we need to find means of incorporating undergraduates more fully into our discipline. In the coming months this article series will provide suggestions by undergraduates about how we can be more fully integrated into labs, departments, and psychology as a whole. If psychologists are serious about demonstrating the scientific nature of our field to the public then we can no longer afford to waste one of the most effective resources at our disposal. ♦

## Making a Difference: Psychology of Intergroup Relations

Michael Inzlicht  
*APSSC Advocate for Research on Socially  
and Economically Underrepresented  
Populations*

I am often surprised with the choice of topics in much of the "ground breaking" research found in journals and many times find myself searching for the point in some of this research.

I address this article particularly to young social psychologists in the hopes of spurring them to start thinking about relevance and applicability. Specifically, I am trying to increase interest in, in my opinion, one of the

most important and relevant areas of social psychology: the study of intergroup relations.

One of social psychology's major goals is to bridge the gap between our social desires and our psychological needs. One would think that the study of intergroup relations should be central to this goal, yet it is not (Taylor & Moghaddam, 1995). Scanning any of a number of introductory social psychology textbooks will reveal that the study of intergroup relations is not a central theme. Even glancing through the articles in social psychology journals will show that very little

SEE INTERGROUP ON PAGE 24



# How To Start An APSSC Local Chapter

Ricardo M. Marte  
APSSC Communications Director

One of the most popular questions I have been asked as the APSSC Communications Director is, "How do I start or register a local chapter at our university?" The goal of this article is to illustrate how simple and beneficial it is to start up or register an APSSC local chapter.

In fact, for those of you who have already set up a psychology-related organization at your local university, registering as an APSSC local chapter is the simplest part. Nevertheless, if starting a local chapter has only been a fleeting consideration, the following tips should get you up and running.

The first step in starting a local chapter is to find other individuals who are interested in forming a club. Your search should include undergraduate students, graduate students, and faculty members. Furthermore, you should consider reaching out to individuals in the aforementioned categories who are in fields closely intertwined with psychology, including sociology, business, law, etc.

Your local APSSC chapter may simply be an established (i.e., active) psychology club at your university. Alternatively, you may recruit members for your local APSSC chapter from several existing groups and programs. For example, your local APSSC chapter can include members from your university's local Psi Chi chapter, graduate students from the Business Program, and a faculty member from the Social Psychology Program at your university. Who you decide to include depends on the overall mission of your local APSSC chapter. Please note however, that you will need to select one faculty advisor who is an active APS member.

The second step in setting up your local chapter is to convene with all (or most) of the individuals who are interested in forming a local chapter, including a faculty member(s). The purpose of convening is to determine what the overall purpose (i.e., mission) of the club will be and how this mission relates to APSSC's mission.

Lastly, you will need to consider what types of events and activities you will use to achieve your mission. Hence, if your mission is to promote an interdisciplinary approach to the understanding of psychology, you may decide to create workshops and panel discussions in which members of different depart-

ments at your university will attend.

Once you have established a general commitment from other individuals and have decided upon a general mission, you can proceed onto the third step, drawing up a constitution. Setting up a constitution is important at this point for several reasons. Firstly, your constitution should include your local chapter's mission statement and goals (i.e., activities). Secondly, your constitution should include a description of the officer positions and the tasks delegated to each position.

The types of positions chosen and the tasks delegated for each position should help your club achieve its goals. Thus, many clubs have one or several Presidents or co-Chairpersons, a secretary, a treasurer, an historian, a webmaster, etc. All clubs are required to have a faculty advisor. Thirdly, your constitution should be clear, yet flexible. By clear, I mean that officers should be able to understand the responsibilities their tasks entail. By flexible, I mean that the constitution should include a provision that allows its members to amend it when necessary.

Once your constitution is in place, all the officer positions declared in your constitution should be filled. To be an eligible APSSC local chapter, chapters need to meet the following three requirements: 1) the faculty advisor for the chapter needs to be an active APS member, 2) the "Executive Committee" (i.e., chapter officers) are required to be active APS student affiliates and, 3) the local chapter must have a minimum of five active student affiliates. For example, if a local chapter has three officers, all three officers must be active APS student affiliates and two of its regular members must also be active student affiliates. If the local chapter has five officers who are student affiliates, the minimum requirement has been met.

The fifth and final step is simply registering your local chapter. Before registering, your local chapter will need to select one of its officers as the contact person between the chapter and the APSSC's Communications Director. To register, the contact person will provide the Communications Director (ricardo@scs.unr.edu) with the following information via an email message:

- The email subject heading should read "Chapter Registration"
- The name of club, and the name of the

CONTINUED ON THE NEXT PAGE

## APSSC Officers ♦ 1999-2000

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### Advocate for Research on Socially and Economically Underrepresented Populations (RSE-UP)

Michael Inzlicht  
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## FROM PREVIOUS PAGE

- affiliated university
- c) The URL (web address) of your college or university's main web page
  - d) The physical address of your psychology department
  - e) The URL of the main web page for your psychology department
  - f) The name of the contact person or coordinator of each local chapter
  - g) The email address of the contact person or coordinator
  - h) List of names and positions of all the chapter officers. If the total number of chapter officers is less than five, list the name(s) of active APS student affiliates until the total number of active APS student affiliates totals at least five.

Once you have registered your local chapter you can begin to enjoy the benefits of being part of APSSC. Firstly, by establishing and registering an APSSC local chapter your efforts towards promoting psychology as a science at the local level can be recognized and appreciated at a national level and international level.

Specifically, APSSC offers a Chapter of the Year Award to the most active local chapter in the nation. The award is presented yearly at the APS Annual Convention, and includes an award certificate and a \$250 prize. Past winners have reported using the prize money to hold additional events and workshops.

Secondly, APSSC aids local chapters competing for the Chapter of the Year Award, and promotes chapters' local efforts by offering the Matching Funds Award. The Matching Funds Award pays for one-half of the cost of a local chapter's colloquium, up to \$250. Lastly, to promote national participation and competition among local chapters, APSSC requires that all registered clubs submit a yearly summary report of all their local activities and events. The report is then used as the official entry for the Chapter of the Year Award. In addition to the tangible, monetary benefits of chapter membership, local chapters can attain national and international recognition through Internet exposure. Indeed, visitors to the APS and the APSSC web sites include individu-

## INTERGROUP FROM PAGE 22

space is devoted to this important topic.

This is unfortunate because our world is constantly presenting us with many intergroup problems that urgently need to be solved; there is an obvious practical importance to research on intergroup relations. For example, this type of research can help us understand and potentially resolve persistent conflict between ethnic groups. It could help us ameliorate the plight of socially and economically underprivileged populations, understand the predicament that confronts stigmatized populations, and create environments that offer equitable treatment to all of society's groups.

The last decade has seen an explosion of research in this area, most notably in the area of stigmatization. For instance, in work on stereotype threat, Claude Steele and Joshua Aronson (1995) have demonstrated that the availability of negative stereotypes can impair the intellectual and academic performance of stigmatized groups.

When applied to real-life situations, this research can make a difference in the lives of the people who live under the shroud of negative stereotypes. For instance, "wise" schooling, which creates conditions of schooling that minimize the applicability of threatening stereotypes, has been found to foster similar academic performance among stigmatized and non-stigmatized groups. Thus, here is an example of research that *can* make a difference, and when applied, *has* made a difference.

As the APSSC Advocate for Research on Socially and Eco-

als as far away as Spain, Germany, and Australia.

If the chapter benefits are not enough to convince others to start a local chapter with you, you can refer them to the many personal benefits and perks that come with being an active APS student affiliate. For a complete list of benefits, please visit: [http://www.psychologicalscience.org/membership\\_benefits.htm](http://www.psychologicalscience.org/membership_benefits.htm). If you have any questions regarding how to start a local chapter, or if you simply want words of inspiration, feel free to contact me at [ricardo@scs.unr.edu](mailto:ricardo@scs.unr.edu).

## APSSC Local Chapter Update

We would like to welcome a new APSSC Local Chapter at the University of Detroit-Mercy! This chapter is led by Darcey L. McEvoy (President), Diane Fisher (Vice-President), Krista Chow (Treasurer), Dave Schwartz (Newsletter Editor), and Jeff Degroat (Social Chair). Although newly formed, this chapter has already sponsored an event welcoming prospective graduate students to their Clinical PhD Program. Additionally, the chapter has held several executive board meetings, a start-up meeting, and a social to implement the chapter. Darcey McEvoy stated, "We decided to become a chapter to bring unity to our psychology department not only among students, but also between faculty and students. We believed an organization such as APSSC could enable such a process to occur. The key was to open lines of communication, to discuss research more openly with faculty, and to be a benefit to our community by bringing in speakers." This chapter also has exciting plans for the upcoming year. In addition to hosting a welcoming party for incoming graduate students, the chapter is planning several colloquia and a "Night to Learn About Practicums and Internships" for its members.

nomically Underrepresented Populations (RSE-UP), I encourage young researchers to consider doing work in intergroup relations. Furthermore, I want to remind all of you of the benefits and opportunities available to researchers dedicated to the study of intergroup relations.

Student affiliates of APS are eligible to win one of three distinguished RSE-UP awards that include cash prizes of up to \$250. We offer both graduate and undergraduate awards. Winners are invited to present their research findings at the RSE-UP symposium held at the annual APS Convention. All student researchers who do work in the area of intergroup relations are eligible to enter this exciting competition.

In sum, this article was intended to encourage student researchers to think of the relevance and practicality of work and to encourage work in intergroup relations. In the immortal words of Henri Tajfel, I encourage you to put the *social* back in social psychology. I look forward to your greater interest in the RSE-UP awards, and invite you to contact me with any questions or suggestions at [Michael\\_Inzlicht@Brown.edu](mailto:Michael_Inzlicht@Brown.edu).

## References

- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811.
- Taylor, D. M., & Moghaddam, F. M. (1994). *Theories of intergroup relations: International social psychological perspectives*. Westport, CT: Praeger.



# Obituaries

## Neil Jacobson 1949-1999 Scholar, Clinician, Friend

I'm 25,000 feet above the earth, strapped in an air-line seat, thinking about Neil Jacobson. This is where Neil and I had our best talks. Although we had been colleagues at the University of Washington since the late 1970s, our busy schedules didn't leave much time for socializing and schmoozing. However often we'd find ourselves on the same flight to or from some scientific meeting, and we'd really look forward to the flight. It might be a trip to an APS meeting, where Neil, a Fellow, might be going to give one of his stunning talks on psychotherapy research, depression, or domestic violence.



It might be a trip from a meeting of the Association for the Advancement of Behavior Therapy (AABT), a group for which Neil served as President. We loved those long flights, especially if we were lucky enough to get an upgrade to first class, curl up with a glass of wine, eschew the movie, and talk for five straight hours about the department, about the field of psychology, about people we knew, about failed relationships and flourishing ones. They were amongst the best of times.

In those long conversations, interrupted periodically by the serving of a salad, or the cheerful question about whether we wanted more wine, I got to learn things about Neil that you won't read in the fine obituaries that have since been written about his life and work. You can find out from the *New York Times* that Neil was admired for his research on domestic violence, marital therapy, and depression. There you would learn that he had recently finished an eight-year study with his dear friend and colleague John Gottman, in which they observed couples fighting and actually recorded their emotional states and responses. Together they wrote *When Men Batter Women: New Insights into Ending Abusive Relationships*. Gottman was fond of calling Neil the "Noble gadfly."

On the jacket of Neil and John's book, I wrote, "The most explosive and yet inspiring book ever written about domestic violence. This book ... is chilling, riveting, and will forever put an end to our ignorance about violence against women." That's how I often felt when I heard Neil talk or read his books or articles. Explosive. Inspiring. Riveting.

To experience this explosive inspiration for yourself, just pull an old issue of *Psychological Science* off the shelf and check out the piece Neil co-authored with his long-time collaborator Andy Christensen. It was titled, "Who (or what) can do psychotherapy" and published in 1994. There you'll find an articulate case made for the controversial claim that relatively cheap paraprofessional, self-administered, and mutual-support group treatment may be as effective for some problems as professional psychology that is expensively sold.

From the *New York Times* you would have also learned about Neil's early life. That he was born in 1949, and received his bachelor's degree from the University of Wisconsin and a doctorate from the University of North Carolina in 1977. That he taught at the University of Iowa for two years before joining the faculty at Washington.

If you wanted a much deeper examination into the Neil's life and work, you could turn to the magnificent obituary written by Steve Hollon for the *Behavior Therapist*. Steve called Neil "a true phenomenon in every sense of the word." He described his major research contributions in the behavioral treatment of marital dysfunction, the work for which Neil is probably best known. But his contributions to the treatment of depression, and to domestic violence are also beyond measure.

Here you could read the long list of awards that Neil received, including his Research Scientist Awards, his Lifetime Contribution to Family Therapy Research given by the American Association for Marriage and Family Therapy, and more. Here too you could read about Neil's survivors, his wife Virginia (my friend), his son Matthew, and daughters Emily and Jesse, his parents, his brothers, his many many friends and students.

In reading over the many things that have been written about Neil since his death by heart attack, some comments stand out. Steve Hollon described Neil as with words like: disciplined, creative, provocative, sometimes outrageous. He described the memorial service in Seattle that occurred the weekend after Neil's death where so many came to share personal recollections.

Steve writes: "Many of the stories were humorous and some bordered on the outrageous (he loved nothing more than to be provocative, in his mischievous way), but all were filled with affection and respect." Writing for the journal *Family Process*, graduate student Sona Dimidjian writes: "I will miss Neil's passion and exuberance, his warmth and humor, his generosity and kindness, his endless curiosity and refusal to accept or play by the rules, and his noble and honorable spirit."

It's evident that they knew Neil well. Provocative. Endless curiosity. Refusal to play by the rules. They got that right. In addition to personally knowing Neil's colleagues, and many of his family, students and friends, I also knew a number of Neil's therapy clients. I knew them in part because over the years I referred a good number of people to Neil for therapy. One

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client, call her Mary, who worshipped Neil, used to tell me all about some of their sessions. Mary's problem was that she was longing for an intimate relationship but couldn't seem to find one that lasted longer than a few months. One day Mary told me that Neil was telephoning her old boyfriends to find out why they broke up with Mary. "Egads," I thought. "What kind of technique is this?" Obviously Mary thought this was a fine idea, and had given Neil permission, but would you want someone doing this for you? And how would it feel to be the recipient of such a call?

On the next long airplane flight I told Neil that I had learned this rather unusual therapeutic activity, and asked him about it. He told me that, of course, he couldn't discuss Mary's case, but he would discuss in general his thinking behind calling old lovers for information. "I hear only one side of the story. There's another side out there. If I can get more information about the other side, I think I can use it to help my clients." That was part of the "endless curiosity." When it came to the rules, it was not a matter of playing by them or not. Neil invented new rules.

It's no wonder that one of Neil's favorite pieces of poetry was a piece by W.H. Auden titled *Leap Before You Look*. A few words seem particularly apt: Tough-minded men get mushy in their sleep And break the by-laws any fool can keep." Neil loved the poem in his 20s, and, with his beloved wife Virginia, immersed himself in it again just recently.

The sense of danger must not disappear:  
The way is certainly both short and steep,  
However gradual it looks from here;

Look if you like, but you will have to leap

I knew one day I'd be asked to write an obituary for a psychologist. I just didn't expect to be writing one for someone who died so young. It's a sobering experience. It makes you stop in your tracks and think about what friendship is all about. Neil was the kind of friend who was there for you even when you weren't watching.

I have a file on my computer called "WhenBlue" where I store email messages that I reread when I'm feeling sad. When the personal attacks penetrate and I need some consolation, my WhenBlue file sometimes helps. There is a message in there that Neil wrote on April 30, 1996 at 9 am. He posted it to a bulletin board to respond to personal attacks against me, and a mutual friend forwarded it to me. Neil blasted the attackers calling their witch-hunt "mean-spirited."

And he added some words about his own personal experiences: "There is a parallel here to my own experience working with battered women and studying domestic violence. When ideology acts as a template, so that observers cease to be observers, knowledge stops. For dialogue to continue, people have to acknowledge how little we know, both about battering and about repressed memories."

Neil readily acknowledged gaps in our knowledge, and urged others to do so as well. But Neil was not only a serious scholar and a talented clinician, he was a true friend. It has been said by many others that he made the world a better place. I know he made my world a better place.

ELIZABETH LOFTUS  
UNIVERSITY OF WASHINGTON  
PAST PRESIDENT, APS

## LETTERS FROM PAGE 4

psychological science better. Third, it might attract a more international membership. The similarity to the journal name is a bonus, but probably not reason enough to change.

LAURA R. NOVICK  
VANDERBILT UNIVERSITY

Editor:

Don't do it! You've got a good name and there is no reason under the sun to change it!

MARY E. JOYCE-WARE

Editor:

After reading the two articles in the latest issue of the *Observer*, I thought John Kihlstrom made a number of cogent points that should persuade us to keep the current name. Most importantly, I agree that the term "Psychological Science" gives the impression of trying to convince other scientists that experimental psychology is indeed a scientific discipline.

ANDREW HOLLINGWORTH  
MICHIGAN STATE UNIVERSITY

Editor:

I believe that APS should become the Association of Psychological Science in order to distinguish the more scientific nature of the organization from APA.

EILEEN JOHNSON

Editor:

I think the new name better represents the goals and members of the organization.

KAY LIVESAY

## CLARIFICATION

Editor:

In February, the *APS Observer* interviewed me via email for a feature on APS's Lifetime Members. I am very concerned that my comments were portrayed out of context and I would like to set the record straight for readers possibly misled about my opinions. I was asked three questions: why did I opt to become a lifetime member; what are my feelings about APS and why have I been so supportive; and what are the advantages/disadvantages of lifetime

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## FOIA FROM PAGE 5

regulations cannot correct the problems caused by the underlying premise of using the FOIA to allow public access to data.

Still, OMB has significantly narrowed its prior interpretation of the Shelby provision, citing the need to uphold what it calls "the traditional scientific process" and the role of peer review and publishing in that process, as well as the need for confidentiality in issues of personal privacy and proprietary information. In clarifying its intentions, OMB says it "does not construe the statute as requiring scientists to make research data publicly available while the research is still ongoing, because that would force scientists to 'operate in a fishbowl' and to release information prematurely."

### The Data Game

Other concerns of the research community are also addressed in the latest version of the OMB regulations. For example, the term "research data" is now defined as "the recorded factual material commonly accepted in the scientific community as necessary to validate research findings, but not any of the following: preliminary analyses, drafts of scientific papers, plans for future research, peer reviews, or communication with colleagues." Previously, the fear was that scientists might have to surrender their lab notebooks, specimens and samples, and personal information on their research subjects. The definition expressly excludes the release of proprietary information or personal data that could be used to identify a particular research subject.

By the same token, OMB upholds the need to "ensure that members of the public could obtain the information needed to validate Federally-funded research findings." This creates an inherent conflict between the need to protect confidential information versus allowing access to data that is essential to validating research. What happens when a researcher withholds personal information about a research subject and an FOIA requester insists that the data are essential to confirming the research results? APS is raising this issue with OMB, but this is the kind of problem that if not addressed in the final regulations, may wind up as the subject of litigation.

The proposed regulations also would limit FOIA access to published research that is used by the federal government in

developing regulations (rather than any data produced in conjunction with any federal grant). Supporters of the Shelby amendment are in favor of a broader approach that would allow access to information used in preliminary agency discussions, but OMB's position is that "arguably, the need for public access to data would be less for agency actions that do not have the force and effect of law or are not subject to judicial review."

The magnitude of a particular regulation's impact on society is also being proposed as a way of limiting the scope of the Shelby provision. OMB is proposing a threshold of \$100 million, meaning that Shelby would not kick in unless the regulation is judged to have an impact of \$100 million or more. This is a new idea and one that is likely to engender a negative response from the pro-Shelby folks.

Federal agencies and universities alike are especially concerned about the prospect of enormous administrative and financial burdens that would be incurred in responding to FOIA requests and in maintaining data archives. OMB would allow agencies to charge a fee in order to cover the costs of responding to FOIA requests for data, a proposal that is likely to draw criticism from businesses and others who would be using the FOIA in these cases. And if nothing else, the FOIA regulation will have the effect of diverting resources away from research because of the increased administrative requirements involved.

### Resigned for the Moment

Most of the scientific community appears resigned to the fact that at least in the short term, we will have to live with this law and with these regulations. But efforts to overturn or in some other way derail FOIA access to data are occurring on parallel tracks, including attempts to repeal the legislation and an effort by the American Association for the Advancement of Science to develop alternative mechanisms for allowing public access to data. Most insiders also believe that the FOIA regulations will be challenged in court, which could further delay putting the new regulations into practice.

At this writing, the final version of the OMB regulations were slated to be issued at the end of September. Those regulations, as well as the earlier version and APS's comments, will be available on the APS website.

*Sarah Brookhart*

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membership. I would like to make the full text of my comments available here:

"APA's reorganizational efforts had left me pessimistic and disillusioned, even cynical. [Guild] issues are not, of course, unimportant in the application of psychology, but science seemed no longer an equal partner. Without science, psychology becomes politics. I was originally supportive of APS because I envisioned it as an alternative to mainstream psychology as practiced in APA. I envisioned a psychological society whose science would be, in part, a natural science.

"Psychological science in APS however is little different than mediational, representational psychological science already standard in APA. I enjoy the APS journals because I learn something

more about this science, but I am not also learning anything about a science of direct, unmediated functional relations between organism and environment, its principles and laws, or its theories (e.g. of perception, memory). At the level of empirical relations, these publications give me psychology as 'natural history.' I love natural history, but I had hoped for more. The closest APS comes to natural science is in the reduction of psychology to the biological science. APS has been a grave disappointment."

Indeed, I was asked to address advantages and disadvantages, but my comment that was included in the Observer ("A discipline's members should be invested enough in the discipline to invest in it both professionally and personally. I was invested enough to be not only a card-carrying APS Fellow, but also a card carrying Lifetime Fellow"), was not fully representative of my feelings.

EDWARD K. MORRIS  
UNIVERSITY OF KANSAS

October 1999



# Announcements

The Council on Undergraduate Research (CUR) is proud to present its Eighth National Conference titled "CUR 2000: Research in Undergraduate Education," hosted by The College of Wooster in Wooster, Ohio on June 22-24, 2000. The Eighth National Conference will bring 500-700 faculty, administrators, and representatives from private foundations and federal agencies to The College of Wooster. During the three-day conference, there will be a variety of plenary sessions, panel discussions, and workshops for participants to attend. Day-long programs for graduate students, new faculty, tenured faculty and administrators are planned. This is an ideal time and setting for networking. The conference is designed for all those who are interested in undertaking or promoting undergraduate research. For more information, visit CUR's website at <http://www.cur.org> and go to the meetings and events section and visit The College of Wooster's website at <http://www.wooster.edu/cur>.

Announcing a workshop to stimulate research in early childhood development. January 18 to 21, 2000. Houston, Texas. The University of Texas-Houston in conjunction with the Baker Institute for Public Policy of Rice University will offer a workshop for researchers from various disciplines who are studying child development. Distinguished faculty members and attendees will represent neuro- biological, behavioral, social and health policy aspects of the field. Topics will include Structure and Function of the Developing Nervous System, Cognitive and Language Development and a Critique of Interventions. The aim of the program is to stimulate interdisciplinary research in the area of child development. The fee for this workshop is \$200 and the number that can be accommodated is limited. For further information consult the workshop website at <http://www.uth.tmc.edu/schools/med/imed/general/clinepi/workshop2000.htm>.

## CALL FOR APPLICATIONS

**SEXUALITY RESEARCH FELLOWSHIP PROGRAM:** Provides dissertation and postdoctoral support (\$28,000 and \$38,000 respectively) for social and behavioral science research on sexuality. Joint application from

fellow applicant and research advisor/associate required. Applications for academic year 2000-01 are due by Dec. 15, 1999. For more information write: Sexuality Research Fellowship Program/Social Science Research Council/810 Seventh Avenue, 31st Floor/New York, NY 10019. Or email request to: [srpf@ssrc.org](mailto:srpf@ssrc.org).

**WORKSHOP ON MATHEMATICAL MODELS OF INDIVIDUAL AND PUBLIC CHOICE** (from advanced graduate students to within 10 years of Ph.D.) July 9-28, 2000. University of California, Irvine Topics and leaders: Voting (N. Miller); Social Choice (J. Weymark); Political Economy (J. Banks); Fair Division (S. Brams); Cost and Surplus Sharing (H. Moulin); Macro Models of Distributive Justice (J. Roemer); Utility and Risk (M. Machina); Learning/Evolution of Preference (C. Camerer); Inter-temporal Choice. Expenses will be covered for those accepted. Application deadline: November 22, 1999. For application details see Web site: <http://hypatia.ss.uci.edu/imbs/workshop/workshop.html>. For general inquiries contact: A. A. J. Marley at [tony@hebb.psych.mcgill.ca](mailto:tony@hebb.psych.mcgill.ca) or H. Moulin at [moulin@rice.edu](mailto:moulin@rice.edu). *UCI is an Equal Opportunity Employer/Educator committed to excellence through diversity.*

**LAURANCES. ROCKEFELLER VISITING FELLOWSHIPS** The University Center for Human Values, Princeton University. The University Center for Human Values invites applications for Laurance S. Rockefeller Visiting Fellowships. Several Fellowships will be awarded for the academic year 2000-01 to outstanding teachers and scholars who are interested in devoting a year in residence at Princeton to write about ethics and human values. Fellows participate in various activities of the University Center, including faculty-graduate seminars, colloquia, and public lectures. Fellowships extend from September through May. Applicants are expected to have a doctorate or a professional post-graduate degree and cannot be in the process of writing a dissertation. The deadline for receipt of applications is Monday, December 6, 1999. Contact: **The University Center for Human Values, Louis Marx Hall, Princeton Univ., Princeton, NJ 08544; tel.: 609-258-4798; <http://www.princeton.edu/values>.**

**SOCIAL SCIENCE RESEARCH COUNCIL RESEARCH FELLOWSHIPS FOR 2000-2001 Religion and Immigration** The SSRC offers predoctoral and postdoctoral fellowships for research on the relationship of religion to the incorporation of immigrants into American life. The goal is to foster innovative research that will illuminate how immigrant and native-born religious beliefs, practices, identities, groups, and institutions affect patterns of immigrant settlement in the United States. Funding is available to scholars of diverse disciplinary specializations and applicants are encouraged to, but not required, to adopt historical or transnational perspectives and to focus on religion as it affects immigrants' participation in American civic life. **International Migration to the United States.** The SSRC offers predoctoral and postdoctoral fellowships for research that will advance theoretical understandings of the origin, processes, and outcomes of immigrant and refugee settlement in the United States. Applicants are encouraged to develop the theoretical implications of their research by adopting comparative regional, group, and/or historical perspectives on a wide range of topics including, but not limited to the economic, political and socio-cultural transformation of the lives of both immigrants and native-born Americans. **Minority Summer Dissertation Workshop** Students from minority ethnic and racial backgrounds can apply for fellowships to participate in a three-week summer workshop designed to help their development of dissertation research projects and funding proposals on all topics related to international migration to the United States. **Applications must be postmarked by: January 12, 2000. Contact:** Fellowships on Religion and Immigration OR Fellowships on International Migration to the United States, Social Science Research Council, 810 Seventh Ave., NY, NY 10019; *email:* [religion@ssrc.org](mailto:religion@ssrc.org) or [migration@ssrc.org](mailto:migration@ssrc.org); *web:* [www.ssrc.org](http://www.ssrc.org). Funds provided by The Pew Charitable Trusts and the Andrew W. Mellon Foundation

## CALL FOR PAPERS

**The Jean Piaget Society** invites submissions for the 30th Annual Meeting of the Jean Piaget Society which will take place in Montreal, Canada, June 1-3, 2000. Scholars interested in the development of knowledge are invited to participate, whatever their discipline. A panel of distinguished plenary speakers (anthropologists, developmentalists, intellectual historians, and philosophers of mind) will give presentations on the theme of how alternative understandings of selfhood and distinctive conceptions of mental life have cohered in history, culture, and development. Although, the plenary sessions will be organized around this general theme, individual submissions do not have to be related to the theme. Specific instructions for the December 1 submission deadline can be obtained from the Call for Papers posted on the Jean Piaget website: <http://www.piaget.org> or by writing to: Cynthia Lightfoot, Vice-President, Jean Piaget Society, Penn State Delaware County, 25 Yearsley Mill Road, Media, PA 19063-5596 USA.

## Just what can you find on the APS Website?

- the *Observer* job ads with its own search function, as well as information on advertising
- news from the APS journals and updates on APS advocacy activities
- information on accessing the APS journals online
- upcoming convention information and membership details and benefits information
- dozens of links to sites of interest to psychological scientists
- well, basically everything! And we are adding to it everyday

**So check it out today!**  
**[www.psychologicalscience.org](http://www.psychologicalscience.org)**



# Meeting Calendar

## October

**46<sup>th</sup> Annual Meeting of the American Academy of Child and Adolescent Psychiatry**  
Chicago, Illinois  
October 19-24, 1999  
Contact: <http://www.aacap.org>

**The American College of Counselors Annual Symposium**  
Chicago, Illinois  
October 21-24, 1999  
Contact: email: [RHotes@aol.com](mailto:RHotes@aol.com); <http://www.angelfire.com/il/AmericanCollege/index.html>; tel. 217-698-7668

## November

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

**Association for Advancement of Behavior Therapy 33rd Annual Convention**  
Toronto, Canada  
November 11-14, 1999  
Contact: tel.: 212-647-1890; convention@aabt.org ; <http://www.aabt.org/aabt>; Mailback service: [mailback@aabt.org](mailto:mailback@aabt.org) (be sure to include the word MENU in the subject header when emailing this service)

**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

**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)

**Second 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

**The 22nd Annual 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 1st Annual Meeting**  
Nashville, Tennessee  
February 3-5, 2000  
Contact Todd Heatherton, email: [heatherton@dartmouth.edu](mailto:heatherton@dartmouth.edu); <http://www.spsp.org>

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

## March 2000

**American Psychosomatic Society 58th Annual Scientific Meeting**  
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>

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

## April 2000

**The Seventh Annual 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/~sspp/>

## May 2000

**Seventh 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>

**Fourth International 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>

## June 2000

**The 30th Annual Meeting of the Jean Piaget Society**  
Montréal, Québec  
June 1-3, 2000  
Contact: <http://www.piaget.org>

**The American Psychological Society**  
Miami Beach, Florida  
June 8-11, 2000  
Contact: Erika Davis, tel.: 202-783-2077 ext. 3015; email: [edavis@aps.washington.dc.us](mailto:edavis@aps.washington.dc.us); <http://www.psychologicalscience.org>

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 Psychological Society

## New Member Application

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Telephone \_\_\_\_\_  
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 \_\_\_\_\_ If you work in an academic setting, are you the department chair? \_\_\_ Yes \_\_\_ No

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- Retired (No journals) \$34
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# OBSERVER

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Employment Bulletin ♦ October 1999

## 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.* **AL1**

**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**

Postdoctoral Research Fellowship in Physical Medicine/Rehabilitation Psychology. Two or three year NIH-supported postdoctoral position available at the **UNIVERSITY OF ALABAMA AT BIRMINGHAM** in a research laboratory developing

real world outcome measures of patient motor status outside the laboratory. The instrument development effort is in concert with research on applications of a new family of therapies developed in this laboratory (Constraint-Induced Movement Therapy) that greatly increases the amount of use of an extremity affected by a neurological injury. Candidate must have strength in statistics and test development and be able to write well for publication. Salary range is \$25,000 - \$28,000 and is commensurate with experience. Application deadline is open until filled. Please send a CV, 2 letters of recommendation, and two examples of the candidates' professional writing to: Edward Taub, Ph.D., Department of Psychology, University of Alabama at Birmingham, CH415, 1530 3rd Ave S, Birmingham, AL 35294; or contact Gitendra Uswatte, (205) 934-5601; email -Guswatte@uab.edu for information. *An Affirmative Action/Equal Opportunity Employer.* **AL4**

## ARIZONA

**COGNITIVE PSYCHOLOGY, The UNIVERSITY OF ARIZONA.** The Psychology Department of the University of Arizona invites applicants for a faculty position in Cognitive Psychology, rank open, area open, effective fall 2000, pending final approval by the University. The primary criteria for appointment are excellence in research and teaching in basic areas of cognitive psychology, including developmental, neuroscientific, and computational approaches. The Department's strengths include the areas of memory, perception, and language. Interested candidates should send vitae, statement about research and teaching interests, and reprints or preprints to Mary Peterson, Chair of Cognitive Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. Applicants should also arrange to have at least three letters of reference sent to the same address. Review of

See Subject Index and the index instructions on page 63.



application materials will begin November 1, 1999 and will continue until the position is filled. *The University of Arizona is an EEO/AA employer-M/W/D/V. AZ1*

**ARIZONA STATE UNIVERSITY School of Justice Studies Assistant Professor** The interdisciplinary School of Justice Studies seeks to hire a tenure-track Assistant Professor, beginning August 16, 2000. The position is in Crime, Law and Justice with interests that include but are not limited to crime causation and prevention and all aspects of the criminal justice system and criminology (policing, courts, prisons and punishment, and their alternatives). Responsibilities include conducting an active program of research and scholarly publication, teaching in one's areas of interest as well as one required undergraduate course a year (Introduction to Justice Studies, Research Methods, Statistics, or Justice Theory), and service to the University and community. Qualifications required: demonstrated potential to develop a nationally recognized program of research, including a commitment to funded research, and a commitment to excellence in teaching. The position requires the completion of the Ph.D. in a social science discipline by the appointment date. (Candidates whose graduate degree is a J.D. only will not be considered.) Desired: Applicants should have experience working with undergraduate students. The School of Justice Studies seeks both disciplinary and personal diversity among candidates. The School of Justice Studies is an interdisciplinary department in law and the social sciences with areas of theoretical and empirical concentration in social and economic justice; race, ethnicity, and marginalized groups; American Indians and justice; disputing and conflict management; criminal and juvenile justice; and gender and justice. The School is the principal sponsor of the University-wide Ph.D./J.D. program in justice studies, law, and the social sciences, and administers the M.S. program in justice studies, servicing approximately 100 graduate students of diverse national origins. There are more than 900 undergraduate Justice Studies majors. Faculty backgrounds include but are not limited to Anthropology, Criminology, History, Law, Philosophy, Political Science, and Sociology. To apply, please send a cover letter, current curriculum vitae, a sample of your research, and three letters of reference to Chair, Search Committee, School of Justice Studies, Arizona State University, Tempe, AZ 85287-0403. Deadline: November 8, 1999

for full consideration, or applications will be accepted until filled up to December 1, 1999. *EO/AAE. AZ2*

## 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*

**Open Faculty Positions in Mathematical, Computational, or Quantitative Behavioral and Social Sciences, UNIVERSITY OF CALIFORNIA, IRVINE** The School of Social Sciences anticipates 2-3 tenure track positions, most of which will be at a junior level, for faculty who use precisely formulated mathematical, computer, or statistical models in approaching research questions about the behavior of individuals or aggregate social systems. Although each appointment will be in one (or more) of the departments of the School—Anthropology, Cognitive

Science, Economics, Logic and Philosophy of Science, Political Science, and Sociology—the faculty member will be expected to be an active participant in the interdisciplinary Ph.D. program in Mathematical Behavioral Sciences and in the research-oriented Institute for Mathematical Behavioral Sciences (<http://www.socsci.uci.edu/mbs/index.html>). Evidence of interdisciplinary interests and of modeling skills that transcend disciplines will be heavily weighted. Applicants should send a vita, at least two research papers in which formal modeling approaches are used, and at least three letters of recommendation to: Mathematical Behavioral Sciences Recruiting Committee, Attention: Ms. Janet Phelps, 2123 Social Science Plaza, University of California, Irvine, CA 92697-5100. To ensure consideration during the current academic year, applications must be submitted by November 10, 1999. Please make clear which department(s) would be an appropriate home. *UC Irvine is an Equal Opportunity Employer committed to excellence through diversity. CA2*

**VISION SCIENCE**—The Department of Psychology at the **UNIVERSITY OF CALIFORNIA, SANTA BARBARA**, invites applications for a tenure-track position at the rank of Assistant Professor effective July 1, 2000. Applicants with a strong research program in any area of Vision Science are encouraged to apply. Possible areas of specialization include but are not limited to: visual perception, visual neuroscience, and computational vision. Teaching responsibilities include instruction at both the undergraduate and graduate levels as well as supervision of students in research. Candidates must show evidence of excellence in both research and teaching. A Ph.D. is required at the time of appointment. Applicants should submit a letter describing research and teaching interests, curriculum vita, representative pre/reprints, and arrange to have three letters of recommendation sent to: Vision Science Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. Review of applications will begin November 15, 1999. *The University of California is an Equal Opportunity/Affirmative Action Employer. CA3*

**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 seek-

ing 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 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. CA4*

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, THE DEPARTMENT OF PSYCHOLOGY:** announces an opening for a full-time, tenure-track Assistant/Associate Professor position in human factors/organizational or related psychology area for fall 2000. Specialization in human-computer interaction and/or consumer product/system design strongly preferred as is a strong background in quantitative methods and research design. Successful candidate must have the potential for excellent applied research programs in both laboratory and field settings. Teaching experience is highly desirable. Appointment may be made at the assistant or associate professor level, commensurate with rank and previous experience. Active leadership in renowned master's program in human factors expected. Teach graduate and undergraduate courses in human factors. Other courses to be taught may include: research meth-



ods, advanced statistics as well as candidate's specialty areas. (Normal teaching load is 12 semester units.) Conduct an active research and development program in specialty area(s). Maintain a strong professional profile in the community. Assist graduate students in development and preparation of thesis research and in finding internships related to the field. **Primary consideration will be given to applications received by January 10, 2000 but applications will be received until the position is filled.** California State University, Northridge with an enrollment of approximately 27,000 students, is one of the largest of 20 campuses in the California State University and the Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 49 fields and Master's degrees in 30. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Human Factors Recruitment Committee, Department of Psychology, CSUN, 18111 Nordhoff St., Northridge, CA 91330-8255. *CSUN is an Equal Opportunity/Affirmative Action Employer.* CA5

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, THE DEPARTMENT OF PSYCHOLOGY:** announces an opening for a full-time, tenure-track Assistant/Associate Professor position in clinical health psychology with a specialty in gerontology for fall 2000. Research and practice emphasis on resilience, wellness and wisdom preferred. Additional areas of expertise may include the cultural and social aspects of aging, retirement, euthanasia or the psychological aspects of aging, (such as memory, life quality, cognition and life expectancy). Intervention strategies and in-home care in providing for Alzheimer's patients desirable. Appointment may be made at the assistant or associate professor level, commensurate with rank and previous experience. The successful applicant will have a Ph.D. in clinical psychology from an APA approved university program and should be licensed or license-eligible in the state of California. Applicants must be committed to working with an ethnically and culturally diverse student population. Minorities are particularly encouraged to apply. Evidence of skills in clinical supervision, program development and evaluation, clinical relevant re-

search and university teaching are preferred. Normal teaching load is 12 units. Applicants will be expected to teach undergraduate courses related to area of expertise, as well as fulfill teaching and administrative duties in the graduate MA program in clinical health psychology. This may include supervision of MA student clinicians in the CSUN Community Clinic. **Primary considerations will be given to applications received by January 10, 2000 but applications will be received until the position is filled.** California State University, Northridge with an enrollment of approximately 27,000 students is one of the largest of 20 campuses in the California State University and Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 49 fields and Master's degrees in 30. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Gerontology Clinical Health Recruitment Committee, CSUN, Northridge, CA 91330-8255. *CSUN is an Equal Opportunity/Affirmative Action Employer.* CA6

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, THE DEPARTMENT OF PSYCHOLOGY:** announces an opening for a full-time, tenure-track Assistant Professor faculty position in clinical health psychology with a specialty in substance abuse. Additional areas of expertise may include adult psychopathology, psychopharmacology, addictive disorders, or violence prevention. The successful applicant will have a Ph.D. in clinical psychology from an APA approved university program and should be licensed or license-eligible in the state of California. Applicants must be committed to working with an ethnically and culturally diverse student population. Minorities are particularly encouraged to apply. Evidence of skills in clinical supervision, program development and evaluation, clinically relevant research, and university teaching are preferred. Applicants will be expected to teach undergraduate courses related to area of expertise, as well as fulfill teaching and administrative duties in the graduate MA program in clinical health psychology. Normal teaching load is 12 units. This may include supervision of MA-student clinicians in the CSUN Community Clinic. The clinical health program at CSUN

has been recently revised and offers a rigorous sequence of study leading to an MA in clinical health psychology. The program is respected as a major source of doctoral students entering into APA-approved doctoral programs throughout the U.S. as well as service-delivery jobs in the greater Los Angeles area. **Primary consideration will be given to applications received by January 10, 2000 but applications will be received until the position is filled.** California State University, Northridge with an enrollment of approximately 27,000 students, is one of the largest of 20 campuses in the California State University and Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 49 fields and Master's degrees in 30. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Substance Abuse Clinical Health Recruitment Committee, Department of Psychology, CSUN, Northridge, CA 91330-8255. *CSUN is an Equal Opportunity/Affirmative Action Employer.* CA7

**UC SAN FRANCISCO Faculty Position Program Director, Opiate Treatment Outpatient Program** The Department of Psychiatry of the School of Medicine, University of California, San Francisco (UCSF) is seeking a clinical psychologist to serve as the Program Director of the Opiate Treatment Outpatient Program (OTOP). Division of Substance Abuse and Addiction Medicine, at San Francisco General Hospital, a major teaching hospital of UCSF. The position is in the clinical series at the Assistant Professor level and is available on December 1, 1999. This crucial leadership position offers an exciting opportunity to develop, oversee and coordinate all nonmedical clinical and administrative aspects of the Program. The incumbent will: provide expert clinical service and leadership; plan, direct, and participate in training activities for staff development, including education in individual, group, and couples therapy, emergency psychiatric assessment, and current addiction treatment interventions; provide clinical supervision to licensed and unlicensed staff; participate in coordination of student placement and internships; supervise UCSF clinical psychology interns; oversee QI activities; prepare written reports, grants, contracts; participate in bud-

get activities; represent the Program within the hospital, Community Health Network, outside agencies and committees; conduct research and evaluate current research findings; and provide culturally competent services and supervision by demonstrating knowledge and understanding of cultural values, beliefs, history and customs of the diverse patient populations as they relate to addiction treatment. The ideal candidate must have completed a PhD or PsyD in Clinical or Counseling Psychology at an APA-accredited graduate program; must possess a valid California license in Psychology; must possess a minimum of 3 years post-licensure; APA Certificate of Proficiency in the Treatment of Alcohol and other Psychoactive Substance Use Disorders; work experience in similar settings, obtained while hold a masters degree or above; a minimum of 1 year experience in working in a substance abuse treatment setting, providing clinical supervision, and substance abuse or mental health administration. The candidate must have clearly demonstrated experience and commitment in working with a culturally diverse, low income and medically indigent patient population. Bilingual applicants are strongly encouraged to apply. Application deadline is November 1, 1999. Please send a letter of interest, resume, and names and addressed and telephone numbers of three references to: Susan Brekhus, Department of Psychiatry, Suite 7M, San Francisco General Hospital, 1001 Potrero Avenue, San Francisco, CA 94110. *UCSF is an equal opportunity/affirmative action employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and Vietnam-era veterans and special disabled veterans.* CA8

**UNIVERSITY OF CALIFORNIA, LOS ANGELES.** The UCLA Department of Psychology invites applications for a tenure-track position in Social Psychology at the Assistant or early Associate level to begin July 2000. The primary criteria for the appointment are excellence in teaching and research. Applications are especially encouraged from candidates with research programs in close relationships or in social cognition. Submit a curriculum vitae, a statement of research and teaching interests, plans and goals, reprints and preprints, and arrange for three letters of recommendation to be sent to Social Psychology Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applica-



tions will begin December 1, 1999. *UCLA is an Equal Opportunity Employer. CA9*

**Asst. Professor, Psychology.** Ph.D. or ABD. Teaching experience and evidence of scholarly potential required. Teach undergraduate courses in industrial/personnel, human relations, leadership & motivation, theories of learning, principles of behavior management, and principles of psychology. Contact Mary Gordon, Dept. Secretary, Behavioral Sciences Dept., CALIF. STATE POLY UNIV., Pomona CA 91768, (909) 869-3890; FAX (909) 869-4930; E-Mail: mgordon@csupomona.edu. *Cal Poly Pomona only hires those individuals authorized to work in the United States and only recognizes degrees from accredited educational institutions. AA/EOE. CA10*

**UNIVERSITY OF CALIFORNIA, LOS ANGELES.** The UCLA Department of Psychology invites applications for a tenure-track position in Cognitive Neuroscience at the Assistant Professor level. The primary criteria for the appointment are excellence in research and teaching in Cognitive Neuroscience. Applications are encouraged from candidates who combine strong backgrounds in experimental psychology and human functional brain imaging. Applications are especially encouraged from candidates who bring those techniques to bear on questions concerning learning, memory, and related processes. Submit a curriculum vitae, a statement of research and teaching interests, plans and goals, reprints and preprints, and arrange for three letters of recommendation to be sent to Cognitive Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applications will begin December 1, 1999. *UCLA is an Equal Opportunity Employer. CA11*

**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 Florida, Health Psychology, UCSF, Box 0844, San Francisco, CA 94143-0844. *UCSF is an Equal Opportunity/Affirmative Action Employer; applications from women and minorities are encouraged. CA12*

**DEVELOPMENTAL PSYCHOLOGIST: UNIVERSITY OF CALIFORNIA, SAN DIEGO.** 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. Candidates 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 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. CA13*

**POSTDOCTORAL RESEARCH FELLOWSHIP:** mental health clinical services research with emphasis on methodology and design. NIMH supported post-doctoral positions are 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 include a required core curriculum and supervised research. Applicants are encouraged from the fields of psychiatry, psychology, social work, sociology, anthropology, economics, nursing and other relevant disciplines. Priority faculty research areas include cost-effectiveness and patient satisfaction studies, mental illness, aging, children's services and systems of care, violence and trauma, co-morbid drug dependence disorders, managed behavioral health care, mental health economics, and prevention and treatment of HIV and AIDS. A description of the program including faculty research interests is available upon request. 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. CA14*

**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. CA15*

**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. CA16*

**The Department of Education of the UCLA Graduate School of Education & Information Studies** announces an opening for a tenure-track Assistant Professor in the area of cognitive development and learning. **QUALIFICATIONS:** Research must be related to cognitive development and learning. Preference will be given to candidates whose research is relevant to early childhood or K-12 education. Candidates should have a doctoral degree or expect to complete one by the fall of 2000. **RESPONSIBILITIES:** Scholarly research and publication, application of scholarship to educational practice, teaching and academic advising at the graduate and undergraduate levels, and public service. **SALARY:** Commensurate with qualifications and experience. **STARTING DATE:** July 1, 2000 (teaching duties begin September, 2000). **TO APPLY:** Send application letter, curriculum vita, sample papers, and have at least three letters of reference sent directly to: Patricia M. McDonough, Chair; Department of Education; University of California, Los Angeles; Los Angeles, CA 90095-1521. **DEADLINE:** We will give full consideration to all applications received by December 15, 1999, and continue our search until the position is filled. **FOR MORE INFO:** Contact Deborah Stipek, Chair of the Search Committee, at stipek@gseis.ucla.edu. *UCLA is an Equal Opportunity/Affirmative Action Employer. CA17*

**Postdoctoral Fellowship in Spatial Cognition: UNIVERSITY OF CALIFORNIA, SAN FRANCISCO, Department of Surgery.** UCSF has received a large NSF grant to study the role of spatial cognition in the training and performance of surgical skills. Virtual environments will be used as a tool for experiments and training throughout the research. You will collaborate with an interdisciplinary group of psychologists, engi-



neers, and surgeons at the San Francisco, Santa Barbara, and Berkeley campuses of the University of California. For additional information see <http://robotics.eecs.berkeley.edu/~frank/vesa.html> or e-mail Frank Tendick ([frankt@itsa.ucsf.edu](mailto:frankt@itsa.ucsf.edu)), Mary Hegarty ([hegarty@psych.ucsb.edu](mailto:hegarty@psych.ucsb.edu)), or Daniel Montello ([montello@geog.ucsb.edu](mailto:montello@geog.ucsb.edu)). Candidates should have background in cognitive psychology, preferably with experience in human spatial cognition research. Strong computing skills are an asset. Applicants should submit a statement of interests, CV, representative papers, and have 3 letters of recommendation sent by December 15, 1999 to: Frank Tendick, Ph.D., Dept. of Surgery, UCSF, 513 Parnassus Ave. Room S-550, San Francisco, CA 94143-0475. *The University of California is an Equal Opportunity/Affirmative Action employer. The University undertakes Affirmative Action to assure equal employment opportunities for underutilized minorities and women, for persons with disabilities, and for Vietnam area veterans and special disabled veterans.* CA18

**UNIVERSITY OF CALIFORNIA, LOS ANGELES.** The UCLA Department of Psychology invites applications for a tenure-track position in Clinical Psychology at the Assistant Professor level. Applicants should have graduated from an APA-accredited Ph.D. program in Clinical Psychology and completed an APA-accredited internship. Applications are encouraged from candidates whose research focuses on minority mental health broadly conceived—e.g., minority children and adolescent mental health; violence and delinquency; substance abuse; community based prevention and intervention. An active program of research, excellent teaching at both the undergraduate and doctoral levels, interest in clinical supervision, and mentoring of doctoral students are expected. UCLA has a community of ethnic scholars on campus, in four ethnic studies research centers and throughout other departments and schools. Moreover, Los Angeles is a city with great ethnocultural diversity, and UCLA maintains many ties with community agencies, facilitating access to ethnic populations for training and research. Submit a curriculum vitae, a statement of interest, and arrange for three letters of recommendation to be sent to Clinical Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applications will begin December 1, 1999. *UCLA is an Equal Opportunity Employer.* CA19

APS OBSERVER

**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 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 Jamner, 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](mailto:samorris@uci.edu). Applicants should submit a letter of interest, curriculum vitae, and representative papers, and should arrange 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.* CA20

**Developmental Research Postdoc, UNIVERSITY OF CALIFORNIA, SANTA CRUZ.** Two-year postdoctoral traineeship (post-PhD) in NIH-funded developmental research training program, to begin Winter or Spring 2000. The trainee will develop research of mutual interest with program faculty, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne.

Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered December 1 and until filled. Minorities are especially encouraged to apply. CA21

The **DEPARTMENT OF PSYCHOLOGY, SAN DIEGO STATE UNIVERSITY**, invites applications for **THREE** tenure-track **ASSISTANT PROFESSOR** appointments to begin August 21, 2000. PhD Required. \$40,500-\$51,000 AY depending upon qualifications and experience. The positions are in **INDUSTRIAL and ORGANIZATIONAL PSYCHOLOGY, BIOLOGICAL PSYCHOLOGY, and COGNITIVE NEUROSCIENCE**. We have a large baccalaureate program, an MA program, an MS program with emphases in I/O and Program Evaluation, and an APA-accredited doctoral program in clinical psychology. We seek faculty who will work closely with students and attract extramural support for their research. The responsibilities of each position will include undergraduate and graduate teaching as well as research supervision and mentoring. The university and department are committed to achieving a diverse faculty. Successful candidates will be committed to excellence in teaching and clearly demonstrate strong potential for research productivity. The San Diego research community provides a very rich environment for interdisciplinary and collaborative work. **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY:** Candidates must hold a PhD degree in I/O Psychology or Organizational Behavior. Teaching responsibilities will include introductory and advanced seminars in I/O psychology in our MS program. Additional teaching responsibilities may include undergraduate courses in I/O psychology and specialized courses in the individual's interest areas. Candidates should demonstrate strong potential for obtaining support for and maintaining an active research program in a relevant area of Organizational Behavior such as leadership, work motivation, job satisfaction, organizational change and development, group and team processes, or organization theory. Candidates with experience in organizational learning, training, and organizational change processes are especially encouraged to apply. **BIOLOGICAL PSYCHOLOGY:** Candidates must hold a PhD degree in Biological or Physiological Psy-

chology or Behavioral Neuroscience. Teaching responsibilities will include an upper-division undergraduate breadth course in psychobiology and a senior/graduate level course in some specific aspect of the biological principles of behavior. Candidates should demonstrate strong potential for obtaining support for and maintaining an active research program which involves neurobiological principles and mechanisms in one of the following areas: learning and memory, behavioral genetics, motor systems or emotion. Candidates with experience with structural-anatomical, electrophysiological, molecular and/or genetic approaches are especially encouraged to apply. **COGNITIVE NEUROSCIENCE:** Candidates must hold a PhD degree in Psychology or Cognitive or Behavioral Neuroscience. Teaching responsibilities will include an upper-division undergraduate laboratory course in experimental psychology or a breadth course in Cognitive Neuroscience and an occasional senior/graduate level course in a specific area of Cognitive Neuroscience. Candidates should demonstrate strong potential for obtaining support for and maintaining an active research program with a focus on brain/behavior relationships in humans such as neural basis of learning, attention, memory, speech, multi-modal sensory and cognitive processing, or neurological disorders. Candidates with experience in psychophysiology, brain imaging, psychophysics and/or behavioral genetics are especially encouraged to apply. Developmental and aging perspectives are desirable. **ALL POSITIONS:** Applicants for any of the positions should send a letter of application, a statement of teaching and research interests, evidence of teaching excellence (including student evaluations, if available), curriculum vitae, reprints or preprints and three letters of recommendation to the chair of the appropriate search committee, Department of Psychology, San Diego State University, 5500 Campanile Drive, San Diego CA 92182-4611. For full consideration, all materials should be received by November 15, 1999. *SDSU is an equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability. Women, ethnic minorities and persons with disabilities are encouraged to apply.* CA22



**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. **CA23**

**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 accom-

plishment 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.* **CA24**

**STANFORD UNIVERSITY Graduate School of Business Organizational Behavior Tenured Associate or Full Professor** The Organizational Behavior group of the Graduate School of Business anticipates receiving authorization to hire at the tenured Associate or Full Professor level, with appointment commencing as early as September 1, 2000 (start date is flexible). Applicants must possess a distinguished record of research achievement and teaching effectiveness (in MBA, doctoral, and/or executive education), as well as an interest in working in an interdisciplinary environment. Applications should include vita, examples of recent work, and evidence of teaching effectiveness. Send to: Faculty Recruiting Coordinator, Box OBSR, Graduate School of Business, Stanford University, Stanford, CA 94305-5015. All applications will be held in the strictest confidence. Applications should be received in their entirety by November 15, 1999. *Stanford University is an equal opportunity employer and encourages applications from women and ethnic minorities.* **CA25**

#### COLORADO

**UNIVERSITY OF DENVER - Department of Psychology:** Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 2000. The primary requirement for this position is excellence in research and teaching. We particularly encourage applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider individuals with other interests relevant to Child Clinical Psychology. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints

to Child Clinical Search Committee, Department of Psychology, University of Denver, Denver CO 80208. We will give priority to applications received by December 1, 1999 but will consider applications until the position is filled. *The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.* **CO1**

**The Department of Psychology, UNIVERSITY OF COLORADO, BOULDER,** invites applications for two tenure-track positions in Cognitive Psychology, beginning August 2000. At least one of these positions will be in Cognitive Neuroscience. One appointment will be at the rank of Associate or Full Professor, and the second is likely to be at the rank of Assistant Professor. Applicants should send a Curriculum Vitae, a statement of research and teaching interests, example research papers, and at least three letters of recommendation to: Ms. Deborah Aguiar, Administrative Assistant-Cognitive Psychology Search, Department of Psychology, University of Colorado, Boulder, CO 80309-0345. Inquiries should be addressed to Dr. Lyle E. Bourne, Jr., Chair—Cognitive Search, (303) 492-4210, lbourne@psych.colorado.edu. Applications will be reviewed as they are completed and until the position is filled. To insure full consideration, however, the application should be complete by November 1, 1999. *The University of Colorado at Boulder is committed to diversity and equality in education and employment.* **CO2**

**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.* **CO3**

**POSTDOCTORAL RESEARCH TRAINING** for M.D.s and Ph.D.s in neuroscience, developmental psychobiology and psychopathology at the **UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER, DENVER.** Funded by NIMH, training emphasizes the neuroscience research tools (molecular, behavioral and psychiatric genetics, functional and structural neuroimaging, cognitive and behavioral analyses) needed to understand complex behavioral disorders. Deadline is 12/31/99 for 1-2 year positions starting 7/1/2000. Write for brochure: Postdoc Program, UCHSC, Dept. of Psychiatry, Box C268-68, 4200 E. 9th Ave., Denver, CO 80262, email: Martin.Reite@uchsc.edu, or visit our home page at <http://www.uchsc.edu/sm/psych/postdoc/postdoc.htm> for details. *Women and minorities encouraged to apply. UCHSC is an Equal Opportunity/Affirmative Action Employer.* **CO4**

#### 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**

**Post-doctoral/research scientist** position available on grant-supported project concerned with the role of attention in sensory detection/discrimination. Send applica-



tion and CV by December 31, 1999 to Lawrence E. Marks, **JOHN B. PIERCE LABORATORY**, 290 Congress Avenue, New Haven, CT 06519. *An Equal opportunity/Affirmative Action Employer. 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**

**DISTRICT OF COLUMBIA**

**CHAIR, DEPARTMENT OF PSYCHOLOGY, THE GEORGE WASHINGTON UNIVERSITY:** The department of Psychology invites applications for a full Professor level, Chair, Department of Psychology. The ideal candidate will have come from an academic research-oriented culture, will place highest priority on pursuing that culture as part of department excellence, and will have demonstrated outstanding leadership and administrative skills in department goal-setting, planning, and achievement. The applicant is expected to have a strong grant and research publication record. The ideal candidate will have research interests which will strengthen one of the department's programs or research areas. The Psychology Department has an FTE of 21 and several part-time faculty; 220 undergraduate majors; and three Ph.D. programs: Clinical; Industrial Organizational/

Applied Social; and Cognitive Neuropsychology. The department has several cross-program areas of research strength, such as Health Psychology and diversity issues. Other strong research areas within and across programs include: Cognitive Psychology, Community Psychology, Leadership, Neuropsychology, Prevention, and Risk Taking. Additional information can be obtained at <http://www.gwu.edu/~psycdept>. Potential applicants may contact: Dr. Rolf A. Peterson, Chair, Search Committee, (202)994-6544, [rolp@gwu.edu](mailto:rolp@gwu.edu) for further information. **Applicant review will begin November 15, 1999 and continue until the position is filled.** Applicants should send a letter of interest and philosophy regarding the role of a Department Chair, curriculum vitae, and a list of at least five references to: Rolf A. Peterson, Ph.D., Chair, Search Committee, Department of Psychology, The George Washington University, Washington, D.C. 20052. Applications are strongly encouraged from women and minority candidates. *The George Washington University is an Equal Opportunity/Affirmative Action Employer. DC1*

**The Department of Psychology at the GEORGE WASHINGTON UNIVERSITY** invites applications for a tenure-track position at the level of **ASSISTANT PROFESSOR** to join a program in Cognitive Neuropsychology. Preference will be given to candidates with a research interest in the study of human memory and/or cognition. Candidates also should have a strong commitment to undergraduate and graduate teaching. Application review will begin November 15, 1999 and continue until the position is filled. Interested candidates should submit a curriculum vitae, statement of research and teaching interests, and three letters of reference to: *The George Washington University, Washington, DC 20052. The George Washington University is an equal opportunity/affirmative action employer. Members of minority groups and women are especially encouraged to apply. DC2*

**GEORGE WASHINGTON UNIVERSITY INDUSTRIAL/ORGANIZATIONAL and/or APPLIED SOCIAL PSYCHOLOGY:** Opening for an Assistant Professor to begin in Fall 2000 in Industrial/Organizational and/or programs in both areas. Requirements include: strong grounding in theory and research, an active research program, effective teaching, and supervision of undergraduate and graduate students. Possible

specialty areas include: social cognition, decision making, group processes, social influence, work and health, and organizational development, among others. Review of applications will begin on November 15, 1995, and continue until the position is filled. Submit a curriculum vita, statement of research and teaching interests, qualifications, reprints or preprints of publications, and three letters of reference to: IOASP Search Committee, Department of Psychology, The George Washington University, Washington, DC 20052. *The George Washington University is an Equal Employment Opportunity/Affirmative Action Employer. DC3*

**FLORIDA**

**UNIVERSITY OF MIAMI Assistant Professor, Child Division (CHILD CLINICAL OR APPLIED DEVELOPMENTAL).** The University of Miami Department of Psychology, fall 2000. Special focus on candidates with interest in community-based approaches to children's issues, especially those of minorities. Requires Ph.D. in Psychology and research record. More information at [www.psy.miami.edu](http://www.psy.miami.edu). Applications will be reviewed until the position is filled. Submit CV, reprints/preprints, statement of research and teaching interests and 4 letters of reference to: Child Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. *The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL1*

**Health Psychology/Psyco-Oncology.** The **UNIVERSITY OF MIAMI** Department of Psychology, in collaboration with the Sylvester Comprehensive Cancer Center, invites applications for a mid-level tenure-track faculty position with a projected start date of January or August, 2000. We are especially interested in a person with an interest in community-based approaches to cancer control, who has a track record of securing extramural funding, and who has interests in collaborating with an interdisciplinary team of behavioral and biomedical researchers. The position will have a primary appointment in the Department of Psychology, Health Psychology Division, as well as an appointment at the Sylvester Comprehensive Cancer Center. Requirements include a Ph.D. in Psychology and a track record in research, publication, and external research funding. Additional information is available at [www.psy.miami.edu](http://www.psy.miami.edu). Applications will be reviewed until the position is filled. All applicants

should submit a curriculum vita, representative reprints or preprints, a statement of current research and teaching interests and future directions, and four letters of reference to: Health Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. Minorities and women are encouraged to apply. *The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL2*

**Assistant Professor, Adult Clinical Psychology. UNIVERSITY OF MIAMI,** fall 2000. Special interest in candidates with background in anxiety disorders and/or personality-social psych. Requires Ph.D. in Clinical Psychology and research record. More information at [www.psy.miami.edu](http://www.psy.miami.edu). Applications will be reviewed until the position is filled. Submit CV, reprints/preprints, statement of research and teaching interests, and 4 letters of reference to: Adult Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL. *The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL3*

**ECKERD COLLEGE Psychology:** Assistant Professor. **Health Psychologist.** Tenure track, Ph.D. beginning fall semester 2000. Teaching responsibilities will include courses in health psychology, one semester of a year-long course in statistics and research design, abnormal psychology, supervision of the discipline's internship program, and periodic participation in the college's freshman general education program. Preference will be given to candidates who have significant teaching experience and a strong, on-going program of research that is sustainable at a small liberal arts college. The 5-person discipline is housed in a new building, with offices, seminar and teaching classrooms, a student computer room, and a 5-room research suite. Send curriculum vitae, graduate transcripts, teaching evaluations, and three letters of recommendation to Jim MacDougall, Ph.D., Coordinator of Psychology, Eckerd College, 4200 54th Ave. S., St. Petersburg, FL 33711. **EOE, FL4**

The **UNIVERSITY OF FLORIDA** invites applications for **TWO** full-time, tenure-accruing positions, with service to begin in the Fall Semester, 2000. Applications should include a curriculum vitae, a statement of research and teaching interests, up to five reprints and preprints, and three letters of recommendation. Appli-





The School of Psychology at *Georgia Tech* plans to add new faculty this year in the areas of Industrial/Organizational, Cognitive, and Engineering Psychology/Human Computer Interaction.

**Industrial/Organizational.** We plan to fill two positions in I/O, one at the assistant professor rank and the other position with **rank open**. For both positions, the candidate's record of scholarship, productivity and expertise are more important than specific research area within I/O psychology. For both positions, we are looking for scholars with a strong record of publication and potential for extramural funding. Address applications to I/O Search Committee.

**Cognitive.** We invite applications for a cognitive psychologist at the assistant professor level. The particular area of expertise is less important than excellence in the area and clear potential for establishing a program of publishable and funded research. Address applications to Cognitive Search Committee.

**Engineering Psychology/Human Computer Interaction.** This position is at the assistant professor level and is a joint appointment with the College of Computing. The applicant's research area must fit within an identifiable or emerging area in both engineering psychology/human factors and human computer interaction. The candidate is expected to participate in the Graphics, Visualization, and Usability Center (GVU) which is an interdisciplinary program administratively housed in the College of Computing. It is anticipated that the appointment will be 75% in Psychology and 25% in the College of Computing.

The Engineering Psychology program and GVU maintain active collaboration with other programs within the School of Psychology as well as numerous other units of Georgia Tech. In addition, the programs maintain a wide variety of links to the industrial and business research community in the metropolitan Atlanta area. Address applications to Engineering/HCI Search Committee.

Successful candidates for all positions will be expected in three areas: I/O Psychology, Engineering Psychology and Experimental Psychology (with emphasis in Cognitive Psychology, Cognitive Aging, and Animal Behavior). Applicants are encouraged to read our web page at [www.psychology.gatech.edu](http://www.psychology.gatech.edu).

Deadline for applications is November 1, 1999 but the searches will remain open until the positions are filled.

Send curriculum vita, reprints, statement of research interests and three letters of reference to the appropriate search committee, School of Psychology, 274 5th St., Georgia Institute of Technology, Atlanta, GA 30332-0170.

*The Georgia Institute of Technology is part of the University System of Georgia and is an Affirmative Action/Equal Opportunity Employer.*

GAI

cants should show evidence of outstanding research and teaching potential. Successful candidates for both positions will be expected to establish an independent program of research, to supervise and mentor graduate students, to participate in teaching at both the graduate and undergraduate level, and to participate in departmental governance. One position is for an **ASSISTANT PROFESSOR in BEHAVIOR ANALYSIS**. Candidates with interests in either experimental or applied behavior analysis, or both, are encouraged to apply. The other position is for an **ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR in COGNITIVE PSYCHOLOGY**. Area of specialization is open. Send application materials either to the Behavior Analysis Search Committee, or Cognitive Psychology Search Committee, Psychology Department, Box 112250, University of Florida, Gainesville, FL 32611. *The University of Florida encourages applications from women and members of minority groups.* The selection process will be conducted under the provisions of Florida's "Government in the Sunshine" and Public Records Laws. Anyone requiring special accommodations to complete an application should contact the relevant Search Committee Chair. Deadline for receipt of applications is December 1, 1999. **FL5**

#### 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.* **GA2**

**ASSISTANT PROFESSOR OF PSYCHOLOGY, OGLETHORPE UNIVERSITY:** Tenure-track position beginning Fall 2000. Ph.D. in psychology required; previous teaching experience and demonstration of teaching effectiveness desirable. Candidates must be committed to teaching and research in a small liberal arts college setting and be able to teach a combination of courses including most or all of the following: Sensation, Behavioral Neuroscience, and Drugs and Behavior. Candidates should also be willing to develop new courses in their own areas of interest; teach an intensive introductory-level course that explores the methods that psychologists use in attempting to understand human behavior and thought; and teach an interdisciplinary upper-level course that explores the biological bases of human behavior. Directing students in research or honors programs and internships is a normal part of a faculty member's commitment. Founded in 1835, Oglethorpe University is a highly selective, private, liberal arts university located on a beautiful, 100-acre campus in suburban Atlanta. Its distinguished faculty are teachers/scholars committed to providing the highest quality of instruction to students. Submit letter of application, curriculum vitae, and placement file or three letters of recommendation to: Nora Krebs, Faculty Services, Oglethorpe University, 4484 Peachtree Road, Atlanta, GA 30319-2797. **To ensure full consideration, applications should be received by December 1, 1999.** *An Equal Opportunity Employer.* **GA3**

#### 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 Psy-



chology. 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

## 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

rate 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, and an official transcript of graduate coursework should be sent to: Above named contact person, Department of Psychology, Northern Illinois University, DeKalb, IL 60115. For full consideration, the above materials should be postmarked by December 1, 1999. *AA/EEO.* IL2

**Research Fellow AMERICAN BAR FOUNDATION (CHICAGO)** The American Bar Foundation invites applications from highly qualified scholars to join its community of resident research fellows. Please note that ABF Research Fellowships are continuing, not visiting, appointments. Both rank and field are open. Part-time appointments undertaken in cooperation with area institutions, as well as full-time appointments, can

be considered. Candidates must have completed a law degree or a Ph.D. in a relevant discipline. Senior candidates must be able to demonstrate outstanding scholarship; junior candidates must demonstrate outstanding potential. Salaries and fringe benefits (including TIAA-CREF) are competitive with those at leading research universities. Applications from minorities and women are especially encouraged. The American Bar Foundation is an independent research institute pursuing empirical study of law and legal institutions. ABF research fellows initiate, develop, conduct and publish their own and collaborative research funded through the ABF's own financial resources or through grants made to individual projects by government agencies and private foundations. The Foundation also provides extensive support services, including research assistance and technical support. Research fellows have full use of the libraries and computer facilities at Northwestern University and the University of Chicago. Research currently underway includes both basic and applied empirical research, undertaken from a variety of disciplinary and interdisciplinary perspectives: anthropology, criminology, economics, history, law, political sci-



ence, psychology, and sociology. All applications must include: (1) a cover letter, (2) a 400-word statement of current research activities and future plans, (3) a resume/cv, and (4) copies of the applicant's three leading publications (senior applicants) or other evidence of scholarship (junior applicants). All applicants should also request two referees to forward confidential letters of support directly to the Foundation. Screening of applications will commence immediately and continue until an appointment is made. Applications received before **October 15, 1999**, will receive full consideration. All application materials should be sent to either: *Stephen Daniels or Victoria Woeste, Co-Chairs, Appointments Committee, American Bar Foundation, 750 North Lake Shore Drive, Chicago, Illinois 60611. Email: vswoeste@nwu.edu or s-daniels@nwu.edu.* This announcement may also be found on the ABF website <http://www.abf-sociolegal.org>. **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 social/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**

The Departments of African-American Studies and Psychology at the **UNIVERSITY OF ILLINOIS AT CHICAGO** seek to fill a joint, full-time, tenure-track position beginning August, 2000. The appointment is planned for the junior level, although strong senior candidates will be considered. Area of specialty in psychology is open, however candidates are sought who fit with the Department of Psychology's focus in one of the following areas: biopsychology, clinical psychology, cognitive psychology, community and prevention research, and social psychology. The position includes teaching responsibilities in both African-American Studies and Psychology. Applicants must have completed their Ph.D. and have strong commitments both to research on race and ethnicity and to teaching about the African-American experience and to supervising students theses and dissertations. Salary is competitive and commensurate with experience. Interested applicants should submit a letter of application, curriculum vitae, and three letters of recommendation to: Ms. Veronica Rodriguez, Search Coordinator, Department of Psychology (M/C 285), 1007 West Harrison, Chicago, Illinois 60607-7137. Review of applications will begin on November 30, 1999 and continue until position is filled. To insure full consideration, applications should be received by November 30, 1999. Questions regarding the position may be directed to the Search Committee Chair, Dr. Olga Reyes at 312-413-2627, or through e-mail at [olga@uic.edu](mailto:olga@uic.edu). *Minority and female candidates are strongly encouraged to apply. The University of Illinois at Chicago is an Equal Opportunity/Affirmative Action employer.* **IL6**

The **UNIVERSITY OF ILLINOIS AT CHICAGO (UIC)** seeks two cognitive psychologists to fill open-rank positions (assistant, associate, or full) in either of the areas designated below. Junior candidates are expected to have completed the Ph.D. in cognitive or developmental psychology and to show potential for building a strong research program. Senior candidates are also expected to have established a strong record of publication and grant support. (1) **Cognitive Psychology.** Candidates with an active research program in any area of cognitive psychology will be considered, but we are especially interested in candidates who focus on memory and attention, language, or knowledge acquisition. (2) **Cognitive Development.** We seek a developmental psychologist

or a cognitive psychologist who includes a developmental approach as an essential component of his or her research program. Appropriate foci include, but are not limited to, memory development, language acquisition, knowledge acquisition, modularity, innateness, formal modeling, strategy choice, central conceptual structures, and the role of constraints in development. For further information, contact the search committee chairperson, Gary Raney ([geraney@uic.edu](mailto:geraney@uic.edu)). UIC is the largest institution of higher learning in the Chicago area. The campus is located a short distance from the center of Chicago on a large, tree-lined campus. Salary and start-up funds are competitive. This academic year position begins in August 2000. Review of applications will begin on **November 10, 1999** and continue until the positions are filled. Send a curriculum vitae, representative publications, a statement of research and teaching interests, and three letters of recommendation to Gary Raney, Cognitive Search Committee Chairperson, Department of Psychology (M/C 285), 1007 West Harrison Street, Chicago, Illinois 60607. Visit our web site at <http://www.uic.edu/depts/psch> for information about the psychology department. *The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. Women and minority candidates are particularly encouraged to apply.* **IL7**

**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/bes> 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 expertise 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 pending funding approval. *Southern Illinois University, Carbondale is an Equal Opportunity/Affirmative Action Employer.* **IL8**

**2 EXPERIMENTAL PSYCHOLOGIST POSITIONS** (one definite, one anticipated): Psychology Department at **AUGUSTANA COLLEGE** invites applications for 2 positions in areas of experimental psychology to begin September 2000. Duties will include teaching a lab course in an area of experimental psychology, statistics, research methods, and Introduction to Psychology. Both positions will require stimulating and supervising student research. Ph.D. in psychology required. Augustana is a selective liberal arts college where the primary focus is teaching. Review of applications will begin December 15. The application should include curriculum vitae, 3 letters of recommendation, a statement of research interests, a statement of teaching philosophy that addresses objectives, methods, and the role of Psychology in a liberal arts cur-



## We'd Rather Be High Quality Than High Profile.

Rush-Presbyterian-St. Luke's Medical Center could spend a lot of time touting our list of medical achievements, breakthroughs, and cutting-edge technology, but we'd much rather invest our time and resources in delivering the best possible outcomes for our patients, and the ongoing development of our professionals. Our reputation as Chicago's most progressive, stable and world class environment is earned every day by vision, innovation, skills, and knowledge. And we wouldn't have it any other way. As one of the nation's premier research and teaching hospitals, and the hub of the Rush System for Health, we offer the setting, resources, competitive salaries, and support every professional needs to meet career goals. Now you can be a part of it.

Currently, Rush Neurobehavioral Center (RNBC), a section of the Department of Pediatrics at Rush-Presbyterian-St. Luke's Medical Center, has the following opportunity available.

### CLINICAL PSYCHOLOGIST

We are seeking an individual to provide psychological, neuropsychological, and projective assessment of children in an outpatient setting. Responsibilities include providing supportive communication with family members, school, and other organizations; participating in team conferences; and participating in outreach and education programs. Requirements include a Doctoral degree in Clinical Psychology from an APA accredited program; experience with neuropsychological evaluation; a minimum of 3 years clinical experience with child and adolescent population; and strong diagnostic skills. Post-doctoral training in neuropsychological assessment; and experience with individual, family, and/or group therapy is preferred.

Interested candidates please send your resume to: Rush Neurobehavioral Center, YT-46609, 9701 Knox Avenue, Suite 102, Skokie, IL 60076, Fax: 847-933-0874, E-mail: hr@rush.edu Or visit our Website at www.rush.edu We are an equal opportunity employer committed to workforce diversity.

## Rush-Presbyterian-St. Luke's Medical Center

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IL13

riculum, and evidence of teaching effectiveness. Please send the materials to: Dean Richard Jurasek, Psychology Search Committee, Augustana College, Rock Island, IL 61201. *Augustana is an equal opportunity employer.* IL9

**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 in-

terests, 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; or visit our website at www.siue.edu/PSYCHOLOGY. *Southern Illinois University - Edwardsville is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.* IL10

**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.hdsp.sesp.nwu.edu/HDSP.html>. IL11

**Visiting Instructor - Experimental Psychology** The Department of Psychology at KNOX COLLEGE invites applications for a part-time position at the instructor or assistant professor level in experimental psychology beginning in January, 2000. The academic year at Knox College consists of three ten week terms. This appointment will require teaching a total of three courses during the winter and spring terms (Approximately January 1st through June 1st) and the supervision of undergraduate research projects. The ideal candidate will be an ABD or recent Ph.D. who can teach a beginning level laboratory course in animal learning/conditioning during the winter term and introductory psychology and an upper level course in motivation and learning in the spring term. This is a good opportunity for an individual near the end of his or her graduate career who desires teaching experience in a first-rate teaching environment. The salary is \$9,000 plus benefits. Relocation expenses and research support will also be made available. There is the possibility of a multiple year part-time appointment, but we will be pleased to accept applications from those interested in just a one-year position. Knox is a highly selective liberal arts college with a national and international student body (1200), a faculty (100) committed to both scholarship and teaching, and a strong tradition of collaborative student-faculty research. Knox graduates are regularly admitted to highly competitive Ph.D. programs in psychology and related fields. The department currently has five full-time faculty. Please see our website ([www.knox.edu](http://www.knox.edu)) for further information. Send Vita, statement on teaching & research interests, and three letters of reference to: Frank McAndrew, Chair, Department of Psychology, Knox College, Galesburg, IL 61401-4999 e-mail: [fmcandre@knox.edu](mailto:fmcandre@knox.edu). *In keeping with its 162-year commitment to equal rights, Knox particularly welcomes applications from women and other under-represented groups.* IL12

**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 organiza-



tions. 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.* IL14

**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 em-*

*ployer, 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. IL15

**THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY,** invites applications for a tenure-track assistant professorship in the area of Clinical Psychology to begin September 2000. Although we are interested in outstanding applicants from all areas of clinical psychology, we especially encourage applications from those in the following areas of research: depression, child psychopathology, addictive disorders, schizophrenia, personality disorders, treatment. Qualifications include outstanding research and teaching ability, as well as being licensed or license-eligible. Candidates should send a statement of their research interests, curriculum vitae, copies of representative publications, and three letters of recommendation to the Clinical Search Committee, Department of Psychology, Northwestern University, Evanston, IL 60208-2710, USA. AA/EOE. *Applications from women and minority candidates are especially encouraged. In order to ensure full consideration, applications must be received by November 15, 1999.* IL16

**THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY,** invites applications for a tenure-track assistant professorship in the area of cognitive psychology, to begin September 2000. Qualifications include outstanding research and teaching ability. We will consider candidates whose work takes one or more of the following approaches: experimental, developmental, computational, and linguistic. Candidates should send a statement of research (theoretical motivation/program/plans), curriculum vitae, copies of recent papers, and three letters of recommendation to the Cognitive Search Committee, Department of Psychology, Northwestern University, 2029 Sheridan Rd, Evanston, IL 60208-2710, USA. AA/EOE. *Applications from women and minority candidates are especially encouraged. In order to ensure full consideration, applications must be received by December 1, 1999.* IL17

**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 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. License 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/psych>. For fullest 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.* IL18

#### INDIANA

**ONE TENURE TRACK OR TENURED POSITION, RANK OPEN:** The Department of Psychology at the UNIVERSITY OF NOTRE DAME is interested in hiring a scholar, rank open, whose research and teaching interests are related to cultural influences on the functioning of individuals and groups. Examples of specific research topics might include, but are not limited to, cultural influences on family dynamics, racial/ethnic minorities in educational settings, the mental and physical health of racial/ethnic minorities, poverty, prejudice, discrimination, or stereotyping. Although we are especially interested in a teacher/scholar whose research interests interface with existing or planned departmental emphases in family, education, and prevention, we will consider all applicants whose interests complement any of our graduate programs: cognitive, counseling/clinical, developmental, quantitative, and social. Qualifications include an active, productive research program and competence in graduate and undergraduate teaching. Please feel free to include information regarding ethnic background or experiences that would add to the diversity of the campus environment. Applications will be processed until the position is filled but, for thorough consideration, candidates should send a vita and three letters of recommendation by October 31, 1999 to the Cultural Influences Search Committee, Department of Psychology, 118 Haggard Hall, University of Notre Dame, Notre Dame, IN 46556-5636 (Fax 219 631-8883). *Notre Dame is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.* IN1

**DEVELOPMENTAL PSYCHOLOGIST:** Tenure-track Assistant Professor position at PURDUE UNIVERSITY, beginning August, 2000. Applicants with expertise in any area of Developmental Psychology will be considered. Preference given to applicants whose expertise complements the existing strengths within the area. Applicants must have a Ph.D., be pursuing an exemplary research program, and have the potential to obtain external research funding. Responsibilities will include maintaining a productive research program, directing graduate-student research, and teaching undergraduate and graduate courses. Applicants should submit a description of cur-



rent research and teaching interests, a vita, reprints of publications, and three letters of recommendation that include a discussion of teaching strengths to Professor Thomas J. Berndt, Developmental Psychology Search Committee, Department of Psychological Sciences, Purdue University, West Lafayette, IN 47907-1364. Application review begins November 1, 1999, but applications will be accepted until the position is filled. *Women and minorities are especially encouraged to apply.* AA/EOE. IN2

#### CLINICAL PSYCHOLOGISTS:

Two tenure-track Assistant Professor positions in clinical psychology at **PURDUE UNIVERSITY**, beginning August 2000. One position will be in **child clinical psychology** and the other in **adult clinical psychology**. Applicants must have a Ph.D. from an APA-accredited clinical psychology training program, be pursuing an exemplary research program, and have the potential to obtain external research funding. Responsibilities will include maintaining a productive research program, directing graduate-student research, supervising graduate-student clinical work, and teaching undergraduate and graduate courses. Applicants should submit a description of current research and teaching interests, a vita, reprints of publications, and three letters of recommendation that include a discussion of teaching strengths to Professor Thomas J. Berndt, Clinical Psychology Search Committee, Department of Psychological Sciences, Purdue University, W. Lafayette, IN 47907-1364. *Application review begins November 1, 1999, but applications will be accepted until the positions are filled. Women and minorities are especially encouraged to apply.* AA/EOE. IN3

**COGNITIVE NEUROSCIENTIST:** Tenure-track Assistant/Associate Professor at **PURDUE UNIVERSITY**, beginning August, 2000. Ph.D. required. Preference given to applicants who use scanning, electrophysiology, or computational techniques to study cognitive processes, particularly those related to speech, hearing, or other aspects of language. The prospective applicant should have postdoctoral experience and display evidence of a potential to attract external grant support. In addition, contributions to undergraduate and graduate academic programs are essential. Appointee will have a primary appointment in either Audiology and Speech Sciences or Psychological Sciences, as appropriate to expertise, with a secondary appointment in the other de-

partment. Participation in a campus-wide interdisciplinary neuroscience program will be expected. Applicants should submit a cover letter describing research and teaching interests, a vita, and letters with discussions of teaching strengths from three references to the Cognitive Neuroscience Search Committee, 389 Peirce Hall, Purdue University, West Lafayette, IN 47907-1364. Application review begins November 15, 1999, but applications will be accepted until the position is filled. *Applications from women and minority candidates are especially encouraged.* AA/EOE. IN4

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.* IN5

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 vitae, 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. *Applications from women and minority candidates are encouraged.* Indiana University is an Affirmative Action/Equal Opportunity Employer. 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 20<sup>th</sup> 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://psych-server.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 **TWO** 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 profes-**

or 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 Programs 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 26<sup>th</sup> 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

#### KANSAS

The Psychology Department at **WICHITA STATE UNIVERSITY**, subject to budgetary approval, seeks a qualified individual to fill a tenure eligible assistant professor position in the Human Factors Program. Individuals with training or experience in human factors or other areas of applied experimental psychology are sought. The Department offers the Ph.D. in Human Factors and Community-Clinical Psychology. Applicants must have a Ph.D. in Psychology or other appropriate field. Applicants shall have research experience in one or more of the following areas: aging, motor control, safety, medical systems, rehabilitation, training and/or learning methodology, computer mediated communications, applied life-span developmental psychology or other applied experimental psychology areas. The position requires active research and publication, the ability to interact collegially, a commitment to attracting external funding, a strong commitment to teaching and successful experience



with diverse populations. Wichita State University is located in the state's largest city and major industrial metropolitan area with a population of approximately a half a million. Salary is competitive. *Females and minorities are encouraged to apply.* Application deadline is November 15, 1999, or the 15<sup>th</sup> of the month thereafter until the position is filled. Send a letter of application, resume, and three letters of recommendation to Dr. Charles Burdsal, Chairperson, Psychology Department, Wichita State University, 1845 N. Fairmount, Wichita, KS 67260-0034 AA/EOE KSI

## LOUISIANA

**Psychology Department Head: SOUTHEASTERN LOUISIANA UNIVERSITY** is seeking applicants for the position of Department Head in the Department of Psychology with a starting date of either Spring or Fall 2000. Qualifications: Ph.D. in Psychology and hold rank of either Associate or Full Professor. Area of specialization is open. Applicants must possess administrative and leadership skills, a commitment to quality undergraduate & graduate education, and an active research program. Salary is commensurate with experience and qualifications. To guarantee review, application materials must be received by October 15, 1999. Position will remain open until a qualified candidate is identified. Send letter of application, résumé, three current letters of reference, copy of graduate transcript (originals required upon employment), and representative reprints to: Dr. Hunter McAllister, Department Head Search Committee Chair, Department of Psychology, SLU 10831, Hammond, Louisiana 70402. *SLU is an AA/ADA/EOE employer.* LA1

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

didate 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: [mburke1@mailhost.tcs.tulane.edu](mailto:mburke1@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.* LA2

**ANTICIPATED ASSISTANT PROFESSOR (TWO POSITIONS) LOUISIANA STATE UNIVERSITY - Baton Rouge, LA:** The Department of Psychology anticipates filling two tenure-track positions, effective August, 2000. The ideal applicants must have strong academic credentials and a commitment to furthering the Department's and University's emphasis on excellence in the areas of research, undergraduate teaching, and doctoral training. Only candidates for entry level Assistant Professor will be considered. A Ph.D. in Psychology or related area is required. A.B.D. candidates will be considered at the Instructor level. The two positions are as follows: **CLINICAL PSYCHOLOGY:** We are looking for a candidate in the broad area of clinical psychology within the framework of the Boulder Scientist/Practitioner Model of clinical training. **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY:** The specific area of research interest within I/O psychology is open. Emphasis for both positions will be placed on establishing solid research programs. Interested candidates for both positions should send a letter of application, curriculum vitae, selected publications, and three letters of recommendation to: Dr. Irv Lane, Chair, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803. Review of applications will begin December 1, 1999, and will continue until candidates are selected. *LSU is an Equal Opportunity/Affirmative Action Employer.* LA3

## MARYLAND

**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, physiologic, 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). MD1

**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 psy-

chology 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 Committee will begin reviewing applications by December 15, 1999. Relocation expenses are not authorized. *AA/EOE.* Information about the Department and School is available on the World Wide Web at <http://www.usuhs.mil/mps>. MD2

**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. MD3

**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.



## PSYCHOLOGY Faculty Positions

MA4

**Assistant Professor of Psychology** - Tenure-track position in Clinical Psychology with significant teaching and service responsibilities in the Asian American Studies Program to begin fall 2000 semester. Doctorate in Clinical Psychology required. Research and teaching expertise should address social, cultural and developmental issues as they pertain to Asian American Mental Health. Relevant research areas might include individual, family or community mental health needs and strategies related to issues such as racial identity formation, refugee trauma and resilience, immigrant/diasporic acculturation, and the effects of stress on normal and abnormal development among Asian Americans. Responsibilities include an active research program and teaching at both the graduate and undergraduate level, including direction of undergraduate honors theses, Masters theses, and Dissertations. **Search 610-330.**

**Assistant to Full Professor of Psychology** - Half time long term position in Clinical Psychology doing research in the general area of behavioral medicine/health psychology to begin fall 2000 semester. Doctorate in Clinical or Health Psychology required. Relevant research areas would include studies of unhealthy behaviors (e.g. smoking, over-eating, alcohol and other drug use, sedentary life styles or unsafe sexual practices), or many medical disorders (e.g. hypertension, ulcers, headaches, chronic pain) that have been shown to have a strong psychological component and to be amenable to behavioral interventions. Expertise in the design and evaluation of behavioral interventions is highly desirable. Responsibilities include an active research program, supervision and teaching of doctoral students in clinical psychology, and senior level undergraduates. **Search 615-330.**

Further information about the department and programs is available at web sites <<http://psych.umb.edu>> and <<http://omega.cc.umb.edu/~aast/>>. Review of applications for both positions will begin in mid October 1999, with the intention of inviting finalists for interviews in November and December. Candidates should send a description of research and teaching experience, curriculum vitae, pre/reprints and three letters of recommendation to the Office of Human Resources, Search number of position for which you are applying, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. Fax number of Psychology Dept. is 617-287-6336. Filling of positions is subject to availability of funding. An Affirmative Action/Equal Opportunity. Title IX employer.

# U Mass Boston

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 re-*

ceived by 1 December 1999. MD4

### MASSACHUSETTS

**AMHERST COLLEGE:** The Department of Psychology invites applications for a two-year **Mellon Fellowship** in Social Psychology beginning July 1, 2000. This is one of four college-wide fellowships made possible by a grant from the Andrew W. Mellon Foundation to support exceptionally promising young scholar-teachers in developing their teaching and research. Teaching load is one course each semester, consisting of one basic service course (e.g., Introductory or Statistics) and one in the social area (e.g., Social or Social Cognition), as well as supervision of senior theses. The Psychology Department has excellent laboratory, classroom, and office facilities; benefits of the fellowship include competitive salary, mentoring of teaching, travel assistance to professional meetings, some research funds, and subsidized college housing. Candidates should have a strong commitment to undergraduate teaching in a liberal arts context and a well-articulated plan for research. The Ph.D. degree must be in hand at time of appointment.

Amherst College is a private co-educational liberal arts college with approximately 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts in the Five-College Consortium. Candidates should submit CV, sample preprints/reprints, and 3 letters of reference to: Mellon Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. Submission deadline is December 1, 1999. *Amherst College is an Equal Opportunity/Affirmative Action Employer, and encourages women and minorities to apply. The administration, faculty, and student body are committed to attracting talented candidates from groups presently under-represented on campus.* **MA1**

The **TUFTS UNIVERSITY** Psychology Department is seeking applicants for a tenure-track position at the level of assistant professor in the area of Human Cognitive Neuroscience for September 2000. The individual filling this position must have an active research program with evidence of, or strong potential for, extramural funding. Candidates should have expertise in modern neuroscience techniques that further our understanding of cognitive processes. Applicants must be able to teach introductory and advanced courses in their research area, as well as participate in the teaching of quantitatively-oriented laboratory courses in Statistics and/or Experimental Research Methods. Applicants should submit C.V., statement of research and teaching philosophy, three letters of recommendation, and representative scholarly work to: Cognitive Neuroscience Search Committee, Department of Psychology, Tufts University, Medford, MA 02155. Review of applications begins October 15, 1999 and will continue until the position is filled. *Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of under-represented groups are strongly encouraged to apply.* **MA2**

**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 con-

sidered. 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.* **MA3**

**PSYCHOLOGY OF LANGUAGE.** The Psychology Department at the **COLLEGE OF THE HOLY CROSS** has a tenure-track position in the psychology of language to begin Fall, 2000. Applicants must have or be near completion of the Ph.D., have an active research program, and be committed to teaching in a small, liberal-arts environment. *Responsibilities include:* teaching specialty-area (e.g., psychology of language) and service courses (e.g., introductory psychology, statistics, or research methods); directing undergraduates in research and internships; and maintaining an active research program. *Specialty areas of interest include:* discourse processes, ASL and deaf culture, language acquisition / development, language perception and production, thought and culture, and the evolutionary basis of language and communication. The College provides a one-semester junior-faculty research leave. Applicants should submit a curriculum vita, recent reprints, statements of research interests and of teaching interests and philosophy, and three letters of recommendation, at least one of which focuses on teaching or teaching potential. Send all materials to Patricia Kramer, Chair, Psychology Department, College of the Holy Cross, PO Box 38A, Worcester, MA, 01610. The deadline for all materials is November 1, 1999. *The College of the Holy Cross, a Jesuit undergraduate liberal arts institution with a strong commitment to scholarship, teaching, and service, is an Equal Opportunity/ADA/Affirmative Action Employer.* [www.holycross.edu](http://www.holycross.edu). **MA5**



**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 supervision; 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.* MA6

**HARVARD UNIVERSITY.** The Department of Psychology anticipates making two appointments at the assistant or (untenured) associate professor level to begin July 1, 2000. One appointment will be in the area of experimental psychopathology and the other will be in the area of developmental psychology. Candidates with strong research and teaching interests in either of these areas are invited to submit a vita, representative reprints, and have at least three letters of recommendation sent to: Beverly Douhan, Department of Psychology, Harvard University, 33 Kirkland St., Cambridge, MA 02138. Applications should be received by November 1, 1999. *Applications from women and members of minority groups are especially welcome. Harvard University is an Affirmative Action/Equal Opportunity Employer.* MA7

**Postdoctoral Clinical Research Fellowships THE HARVARD MEDICAL SCHOOL.** Consolidated Department of Psychiatry is offering NIMH-supported Postdoctoral Fellowships involving independent research under supervision of experienced clinical researchers in biological and social/developmental fields, participation in integrative seminars, and related courses. Diverse opportunities at over 40 research sites include: brain imaging techniques, psychophysiology, psychopharmacology, genetics, neurochemistry, and longitudinal developmental studies. Open to doctorates in biological/psychological sciences, psychiatry residents and other physicians. US Citizenship or Permanent Resident Status required. Minority applicants encouraged. Appointments are one year, renewable to two. NIMH-determined pay scale. Deadline

December 31, 1999. Contact: Program Administrator, Clinical Research Training Program, Judge Baker Children's Center, 3 Blackfan Circle, Boston, MA 02115. (617) 232-8390, x2559, crtp@jbbc.harvard.edu. MA8

**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.* MA9

#### MICHIGAN

**Assistant Professor of Social or Personality Psychology.** The Department of Psychology at **MICHIGAN STATE UNIVERSITY** seeks applicants for a tenure system position effective 8/16/00. Applicants with specialization within any area of social or personality psychology are encouraged to apply. Although general potential for quality research and teaching will be the primary evaluative criterion, applicants with certain substantive interests are particularly welcome. The latter include interpersonal relations, the self, personality, small group behavior, social cognition, and stereotyping. Minority and women applicants are also strongly encouraged to apply. Application deadline is November 1, 1999. Send vita, three letters of recommendation, and pre/reprints to Professor Norbert Kerr, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117. *MSU is an AA/EO employer.* MI1

**APPLIED COGNITIVE SCIENCE** - The Department of Psychology at **MICHIGAN STATE UNIVERSITY** seeks outstanding scientists for two tenure system positions at the rank of Assistant Professor effective August 16, 2000, in an applied Cognitive Science Initiative intended to integrate cognitive, industrial-organizational and

social approaches to expertise in skilled performance. Candidates should have strong training in cognitive psychology, and a research program that prepares them to interact with faculty and students interested in the applications of cognitive psychology to real-world problems, especially problems with implications for workplace effectiveness. Candidates should be interested in helping to design graduate and undergraduate courses that focus on such applications. Expertise in computational modeling is desirable. One position emphasizes acquisition, organization and deployment of complex knowledge, focusing on acquisition of skill and expertise, structure of knowledge representation long term memory, and/or cognitive task analysis. The other position emphasizes individual differences and/or developmental constraints on knowledge, skill, and expertise, including the impact of cognitive aging. Please send a cover letter discussing research and teaching interests and how they relate to real-world problems, plus a vita, three or more letters of recommendation, and representative papers to: **Thomas Carr, Applied Cognitive Search Committee, Dept. of Psychology, Michigan State University, East Lansing, MI 48824-1117.** Review of applications will begin by November 12, 1999 and will continue until the positions are filled. *Minority and women candidates are especially encouraged. MSU is an EO/AA employer.* MI2

The Department of Psychology at **MICHIGAN STATE UNIVERSITY** is seeking an outstanding clinical psychologist for a tenure system appointment at the rank of assistant professor effective August 16, 2000. We seek a clinical psychologist with a neuropsychological, cognitive, and/or cognitive-neuroscience orientation who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Send vitae, statement of research interests, copies of representative publications, and three letters or recommendation to: **Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824.** Review of applications will begin November 15, 1999. *Minority and women candidates are especially encouraged to apply. MSU is an Equal Opportunity/Affirmative Action Employer.* MI3

**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.* MI4

**EASTERN MICHIGAN UNIVERSITY:** Tenure-track position available for Ph.D. in Clinical Psychology beginning Fall 2000. Requires Ph.D. in Clinical Psychology from an APA accredited program, internship in APA accredited setting, and eligibility for Michigan licensure in psychology. Instructional and research specialties that would enhance our program include psychological testing, psychopathology, personality, personality assessment, gerontology, substance abuse, program evaluation, and family/couples therapy. Candidates should demonstrate capability to teach both undergraduate and graduate-level courses, develop own program of research involving students, publish research, and engage in department, university and community service activities. Screening begins on or about December 15 and will continue until



finalists are selected. Send letter outlining qualifications, vita, and three letters of reference to Position F0002, 202 Bowen, Eastern Michigan University, Ypsilanti, MI 48197. EMU enrolls approximately 24,000 students in over 100 programs. The Psychology Department has approximately 550 undergraduate majors and Masters programs in Clinical, Clinical Behavioral, and General Psychology. The EMU campus is located in the Ypsilanti/Ann Arbor community, five miles from downtown Ann Arbor and 35 miles west of Detroit. *We encourage women and members of minority groups to consider this opportunity. EMU is an Equal Opportunity Employer. MI5*

**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. MI6*

**RESEARCH INVESTIGATOR POSITION PSID CHILD DEVELOPMENT SUPPLEMENT SURVEY RESEARCH CENTER INSTITUTE FOR SOCIAL RESEARCH UNIVERSITY OF MICHIGAN** The ongoing Child Development Supplement to the Panel Study of Income Dynamics (PSID), funded by the National Institute of Child Health and Human Development, invites applications for a Ph.D. to assist and collaborate in conducting a large-scale research project on understanding the effects of family, school, and neighborhood on child health and development; work with an advisory group, the coprincipal investigators, and two subcontractors to de-

velop the pretest/final questionnaires and assessments of child development; prepare training materials and supervise training of interviewers; monitor study progress; evaluate scales and prepare documentation; conduct analyses; collaborate in preparing manuscripts. Applicants should have an interest in the cognitive achievement, emotional development, and health of children as well as demonstrated scholarly productivity along with proven ability to work independently and collaboratively. Candidate must have a Ph.D. in sociology, developmental psychology, child development or relevant social science discipline, training and experience assessing the development of children in a variety of age ranges, experience in preparing for publication scientific manuscripts concerning child development, training and experience in research methods and statistical techniques for the collection and analysis of data on children. Project management experience, survey research training or experience, previous use of SAS, psychometric training, including scaling and factor analysis, and strong quantitative orientation are highly desirable. Applicants should submit a curriculum vitae, statement of research interest, reprint/preprints of relevant publication and three letters of recommendation to Sandra L. Hofferth, Institute for Social Research, University of Michigan, Ann Arbor, MI 48106-1248. *The University of Michigan is a non-discriminatory/affirmative action employer. MI7*

**Quantitative Psychologist.** The Department of Psychology at **CENTRAL MICHIGAN UNIVERSITY** invites applications for a tenure-track appointment at the Assistant Professor level effective 8/00. The position involves teaching undergraduate and graduate courses in measurement, statistics, and research methodology. Applicants must have expertise in an area within quantitative psychology, and be able to teach multivariate data analysis courses. Applicants must have evidence of potential for teaching excellence and a strong record of research productivity, and will be expected to develop an independent research program in quantitative methods. The ideal candidate will be able to share expertise with students and colleagues through collaborative research or as a consultant on grants. A doctorate in Quantitative Psychology is expected, although ABD will be considered. Screening of candidates will begin November 15, 1999, and continue until the position is filled. Send an application letter, vita, reprints, preprints, three letters of ref-

erence to: Dr. Richard Backs, Chair, Quantitative Search Committee, Psychology Department, Central Michigan University, Mt. Pleasant, MI 48859. For additional information, contact Dr. Backs at (517) 774-6497, or richard.backs@cmich.edu. *CMU, an AA/EEO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaei.html). MI8*

#### FERRIS STATE UNIVERSITY

-Two tenure-track positions in psychology in global and multicultural undergraduate curriculum. Successful candidates must demonstrate potential for teaching excellence, be able to contribute to development of department, and have interpersonal and communication skills sufficient to be able to work effectively with a diverse array of students and colleagues. *Expertise in the psych of gender, race/ethnicity, religion, and/or human sexuality also required, as is evidence of quality teaching.* Ability to involve students in research preferred. Positions available August, 2000. Salary competitive with other state-assisted Michigan universities. **(JOB CODE OM-5820)** requires a Ph.D. in psych, specialization in educational psych and expertise in methodology **(JOB CODE OM-5570)** requires a Ph.D. in psych with specialty in industrial/org or social/org. For more information, contact John P. Thorp, Ph.D., Head, Social Sciences at (231) 591-2735. Send cover letter, vita, unofficial transcripts, and three current letters of reference to: **JOB CODE**

Human Resource Development, Ferris State University, 420 Oak Street, Prudden 150, Big Rapids, MI 49307. Review of applications begins November 15, 1999 and continues until position filled. Final candidates required to furnish official transcripts. Visit our Web page at <http://www.ferris.edu>. *An Equal Opportunity/Affirmative Action Employer. MI9*

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. MI10*

#### 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. In-



terested applicants should send a curriculum vita, three letters of support, teaching evaluations (if available), 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. MS1*

## 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 Psychology 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*

## 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 PSY-**



**CHOLOGY:** 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

#### 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 subspecialization 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

APS OBSERVER

**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 UNIVERSITY Psychology Department.** Four positions, open for Fall 2000 or 2001, are for tenure track assistant professors, but appointments at a more advanced level will be considered for exceptional candidates. **Clinical Psychology.** Although a record of excellence in empirical research is more important than any specific area of scholarship, candidates whose research is linked strongly to the cognitive or behavioral neurosciences, whose research is in experimental psychopathology or any area of treatment process/treatment outcome, are particularly attractive. The program at Rutgers is strongly committed to a clinical scientist training model. Candidates should be license-eligible in New Jersey. **Social/Personality/Organizational Psychology.** We seek candidates with specialization in one or more of the following: I. Any aspect of Social Cognition, especially research on dyadic relationships. Expertise in cognitive psychology/cognitive science would be an asset; II. Any aspect of Personality/Self Psychology, especially research on self and social identity (e.g., the role of the self in



## DEPARTMENT OF PSYCHOLOGY SYRACUSE UNIVERSITY

The Department of Psychology at Syracuse University anticipates four tenure-track positions at the advanced assistant professor level. The positions are to support two new Departmental initiatives: The Allport Project – an innovative active learning program – and the Center for Health and Behavior – a leading graduate research site with strong University and external support.

Responsibilities of each position include teaching (2 courses per semester) at the undergraduate and graduate level, doctoral advising in one of the Department's graduate programs (Clinical, Experimental, School, Social), establishing a program of externally funded research, and committee service. We seek candidates committed to teaching and research who wish to affiliate with the Center and Allport Project, who enjoy collaborating with other behavioral health researchers, and are capable of obtaining extramural support.

The four positions (and related graduate programs) are: (1) Sexual Health (Clinical program). A strong scholar committed to research on the primary prevention of HIV or other STDs, or on the reduction of unintended pregnancy. Teaching may include health psychology, human sexuality, and/or abnormal psychology; (2) Cognitive Aging (Experimental program). A strong scholar to teach courses in experimental methods and statistics, social cognition, and/or in cognitive neuropsychology or cognitive neuroscience; (3) Health and Behavior (any program). A strong scholar with a research program in an area such as personality and health, stress-related illness, or social psychophysiology. Teaching may include personality, health psychology, behavioral medicine, or psychophysiology; (4) Life-Span Developmental Health Psychology (any program). A leading scholar with an active research program in any area of life span health psychology, to teach courses exploring the interrelationships among cognition, social behavior, and health across the life span.

The Department of Psychology has 26 full-time faculty, 6 research faculty, 80 graduate students, and 400 undergraduate majors. Long-standing collaborations with faculty of the SUNY Health Sciences Center (adjacent to the Psychology Department) offer excellent opportunities for interdisciplinary research in a metropolitan area with varied ethnic, adult, and elderly populations. Syracuse University, a private research university with more than 800 full-time faculty and 18,000 students in its 14 schools and colleges, presents many opportunities for personal and professional development. The City of Syracuse and surrounding area offer many lifestyle advantages, including a modest cost of living, excellent cultural and recreational opportunities, affordable housing, excellent primary and secondary educational systems, and an international airport.

Applicants should submit a curriculum vita, a letter indicating the position to which they are applying with a brief statement of research and teaching interests, and representative reprints/preprints to **Dr. Craig Ewart, Chair of Psychology, Search Committee for (Position Title), 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340.** Applicants should also arrange for three letters of reference to be sent to this address. Individuals who will enhance our efforts to address ethnic, gender, and cultural diversity concerns are strongly encouraged to apply. Syracuse University is an affirmative action/equal opportunity employer. Applications received by **November 5, 1999** will receive full consideration.

NY2



intergroup relations or in motivation and emotion; or research investigating cross-cultural differences in the construction and meaning of identity). The ideal candidate would have experience in evolutionary psychology, neuroscience/biological psychology, statistics, or tests and measurements. **Health Psychology.** We seek candidates whose work will stimulate the integration of psychosocial and biological factors in one or more of the following: I. Psychophysiological processes in physical disease; II. Health promoting and health-damaging behaviors; III. Adaptation to physical disease. Expertise in the genetic or neuropsychological factors in physical disease, and/or in the use of biostatistics and multivariate models used in health research, is desirable. **Cognitive Neuroscience.** We seek candidates with major research programs that analyze cognitive structure and function in humans with emphasis on neural systems. Candidates are sought whose work employs one or more of a range of approaches, including behavioral, computational and neuroimaging studies. The particular area of specialization is less important than the innovation and strength of the research. Please send a curriculum vita with representative reprints, and arrange for three letters of recommendation to be sent to the appropriate Search Committee, Department of Psychology, Rutgers University, 152 Frelinghuysen Rd., Piscataway, NJ 08854-8020. Applications will be reviewed upon receipt and interviews conducted prior to the 12/1/99 deadline. *Rutgers University is an Equal Opportunity/Affirmative Action Employer. NJ1*

**LAURANCE S. ROCKEFELLER PROFESSORSHIP THE UNIVERSITY CENTER FOR HUMAN VALUES PRINCETON UNIVERSITY** The University Center for Human Values invites applications for a Laurance S. Rockefeller University Professorship from distinguished scholars and teachers, whatever their home discipline, whose scholarship and teaching is devoted explicitly and in significant measure to ethical and evaluative issues. Applicants should send a letter of interest, curriculum vitae, and a list of potential referees who may be contacted. For full consideration, applications are due by November 1, 1999, but will be considered until the position is filled. Send application materials to: Director, University Center for Human Values, Louis Marx Hall, Princeton University, Princeton, NJ 08544, USA. *Princeton University is an Equal Opportunity, Affirmative Action Employer. NJ2*

**PRINCETON UNIVERSITY'S Department of Psychology and Woodrow Wilson School of Public and International Affairs (WWS)** are expanding a joint venture in psychology and public policy. Two joint appointments between the Psychology Dept. and the WWS are anticipated at the junior and senior levels. Applicants must have teaching experience, an active research program in social or cognitive psychology, and a commitment to teaching/advising in the Psychology Dept. and the Woodrow Wilson School at both the graduate and undergraduate levels. Applicants should be comfortable interacting with other social science disciplines (such as economics, politics and sociology) and have an interest in policy applications. Applicants should submit a vita and three letters of reference to the Search Committee PWS, Dept. of Psychology, Princeton University, Green Hall, Princeton, NJ 08544-1010, by November 1, 1999. *Princeton University is an Equal Opportunity / Affirmative Action Employer. NJ3*

**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. Candidates must be effective teachers at the graduate and undergraduate levels. Review of applications begin 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 enquires can be made to [HCI@psychology.rutgers.edu](mailto:HCI@psychology.rutgers.edu). Also see, <http://www.psych.rutgers.edu>. NJ4

#### 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. NY3*

The Department of Psychology at **COLGATE UNIVERSITY** announces a Tenure Track position in Brain and Human Cognition/Perception beginning Fall 2000. Colgate is a highly selective liberal arts college where excellence in teaching and research are valued. Teaching responsibilities include upper-level courses in perception, cognitive neuropsychology, and possible specialty courses such as the psychology of language. Additional teaching duties include sections of an introductory-level laboratory course in Brain and Behavior, and contribution to the liberal arts core and/or all-university programs. Teaching load for the position is the equivalent of five courses for the year. *Minorities and women are strongly encouraged to apply. We are an equal opportunity/affirmative action employer.* Send vita and three letters of reference and other supporting material to: Ann Jane Tierney, Department of Psychology, Colgate University, Hamilton, NY 13346. NY4

The Management Division of the Graduate School of Business of **COLUMBIA UNIVERSITY** has multiple openings for both tenured and tenure track positions in OB/OT/SM. Positions require strong research and teaching experience with a Ph.D. in a relevant or related field. Candidates should submit a letter of interest, curriculum vitae, three letters of recommendation, a dissertation proposal and a sample of current research to: Carolyn Champ, Management Division Coordinator, Columbia Business School, Uris Hall, 3022 Broadway, Room 725, New York, NY 10027-6902 e-mail: [cchamp@claven.gsb.columbia.edu](mailto:cchamp@claven.gsb.columbia.edu) The deadline for completed applications is November 1, 1999. *We take Affirmative Action toward Equal Opportunity Employment. NY5*

Fall 2000 **HUNTER COLLEGE** Psychology Department invites applications for a full-time, junior level, tenure-track position in the following areas: applied developmental psychopathology, clinical psychology, or health psychology with a focus in social and emotional development. A strong research orientation is essential, and advanced quantitative skills are a definite plus. The individual hired will be a Ph.D. with an active program of research that enlists undergraduate and graduate students. An appointment to CUNY's doctoral faculty is possible. Salary will be commensurate with experience. If interested, submit a C.V., three letters of recommendation, and representative publications to Dr. Vita C. Rabinowitz, Chair, Department of Psychology, Hunter College, 695 Park Avenue, New York 10021 by November 15, 1999. *Hunter College is an affirmative action equal opportunity employer. Women and members of underrepresented minorities are especially encouraged to apply. NY6*

**THE RESEARCH INSTITUTE ON ADDICTIONS (RIA)**, a national leader in addictions research, anticipates funding for one or more State of New York permanent Research Scientist positions at the mid-to senior level. Candidates must have a Ph.D. in criminal justice, epidemiology, health sciences, psychology, sociology, economics, or other relevant field and a minimum of two years of postdoctoral research experience. **We encourage applications from all qualified individuals and are particularly interested in applications from individuals conducting research in the areas of prevention, drug use and abuse, and compulsive gambling.** Experience as Principal Investigator on externally-



funded research projects or prior grant funding is highly desirable. All successful candidates are expected to obtain funding in areas of addiction research which answer important scientific questions. **We are also interested in receiving applications from candidates with experience in advanced statistical analyses (e.g., SEM, LGM, survival analysis).** For these candidates, the ability and willingness to work collaboratively in the development and implementation of grant submissions is essential. Experience in the use of these techniques in addictions research is preferred, but not required. Positions are subject to New York State Civil Service regulations. Salary and fringe benefits are competitive. Effective Fall 1999, RIA is expected to become fully merged as a research center within the State University of New York at Buffalo, and faculty and/or joint appointments with SUNY-Buffalo departments will be available. Applications from minority candidates are particularly welcome. Established in 1970, RIA has a staff of over 175 persons working on over 30 separate research projects. RIA occupies a five-story building, and offers outstanding resources in support of its research endeavors. Visit the RIA website at <http://www.ria.org>. Inquiries can be made to either Gerard J. Connors ([connors@ria.org](mailto:connors@ria.org)), RIA Director, or Kenneth E. Leonard ([leonard@ria.org](mailto:leonard@ria.org)), Search Committee Chair. Send cover letter outlining research experience and future plans and curriculum vitae to: Mark Ruda, Personnel, Research Institute on Addictions, 1021 Main Street, Buffalo, NY 14203. Applications will be reviewed beginning December 1. **AA/EOE, NY7**

**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.* **NY8**

**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.* **NY9**

**VASSAR COLLEGE, DEPARTMENT OF PSYCHOLOGY:** announces the availability of a full-time tenure-track position at the level of assistant professor (Ph.D. required), for an individual with strong academic and scholarly interests in physiological psychology/behavioral neuroscience beginning August 2000. This position involves

courses at all levels of the undergraduate curriculum. Preference will be given to candidates who evidence a breadth of interest appropriate to a liberal arts undergraduate institution and who show promise both as teachers and as active scholars or researchers. Send letter of application, vita, three letters of recommendation, and graduate transcript to: Search Committee, Department of Psychology, Box 713 Vassar College, Poughkeepsie, NY 12604. Applications will be accepted until November 15th. *Vassar College is an Affirmative Action, Equal Opportunity Employer.* **NY10**

**Assistant Professor:** The Psychology Department at **NAZARETH COLLEGE OF ROCHESTER** invites applications for a tenure-track position beginning in August 2000. Doctoral degree completed or near completion is required and experience in teaching is preferred. Candidates should have specialties in at least two of the following areas: cognition, psycholinguistics, sensation and perception. Teaching responsibilities include courses in areas of interest and core courses in the major program. Candidates should be committed to excellence in undergraduate education and to collaborative involvement of students in a research program. Nazareth College is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, co-educational institution with 1900 undergraduate and 1000 graduate students. The campus is located minutes from downtown Rochester, NY, the third largest city in New York State. Rochester is noted for its internationally recognized industries, museums, and for its cultural diversity. *In keeping with its mission and ideals, Nazareth College seeks individuals with a demonstrated commitment to the promotion of diversity.* Please send letter of interest, resume, statement of teaching philosophy, and three letters of recommendation to Dr. David Page, Department of Psychology, Nazareth College, 4245 East Ave., Rochester, NY 14618. (e-mail: [dapage@naz.edu](mailto:dapage@naz.edu)). Applications will be reviewed beginning December 1, 1999, and will be accepted until position is filled. **EOE/AA, NY11**

**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, re-

spectively. 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/EOE, NY12**

#### NORTH CAROLINA

A postdoctoral position at **WAKE FOREST UNIVERSITY SCHOOL OF MEDICINE** to study the fronto-cortical mechanisms of working memory and skill learning in non-human primates using a multi-electrode single-unit recording technique (web site: [www.wfubmc.edu/nba/faculty/lee/lee.html](http://www.wfubmc.edu/nba/faculty/lee/lee.html)). Send a CV, brief statement of research experience/interests and three letters of recommendation to: Dr. Daeyeol Lee, Department of Neurobiology and Anatomy, Wake Forest University School of Medicine, Medical Center Boulevard, Winston-Salem, NC 27157. E-mail: [dlee@wfubmc.edu](mailto:dlee@wfubmc.edu). **AA/EOE, NC1**

**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 de-



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. NC2*

**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 teaching. 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. NC3*

**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 practica) 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 University, Box 90085, Durham, NC 27708-0085. Applications received by December 15 will be guaranteed consideration. *Duke University An Equal Opportunity/Affirmative Action Employer. NC4*

**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 re-

cruiting 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 or 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 practica) 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. NC5*

#### NORTH DAKOTA

**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 expected 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. NDI*

#### 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*

**Faculty Search ASSISTANT PROFESSOR OF PSYCHOLOGY** Buchtel College of Arts and Sciences Department of Psychology, **THE UNIVERSITY OF AKRON** The position. Counseling Psychology. One tenure track position as an Assistant Professor of Psychology



# The Ohio State University Invests in Psychology

(Columbus, OH) As part of a multi-million dollar plan to move selected departments to top tier status in their disciplines, The Ohio State University will provide the OSU Psychology Department with continuing funds to hire up to eight additional senior faculty (advanced associate professor to distinguished full professor level). In addition, the University has recommended constructing a \$35,000,000 state of the art extension to the recently renovated psychology building, Lazenby Hall (pictured right).



A view of Lazenby Hall, home to OSU's Psychology Department, from across Mirror Lake.

By virtually every measure, the Department of Psychology is one of the premier departments at Ohio State and has a distinguished record in the field of psychology. The department currently has 54 faculty members, 1200 undergraduate majors, and about 150 Ph.D.

students spread across nine core areas of graduate training. As part of the selective enhancement plan, the department will hire several outstanding senior faculty in the areas of behavioral neuroscience, clinical psychology, cognitive psychology, social psychology, and quantitative psychology over the next four years.

Outstanding candidates in all of these areas are welcome, but preference will be given to individuals whose work is of interest to faculty in multiple areas of the department. Salary is dependent on the candidate's level of experience and credentials. OH2

## NOMINATIONS AND APPLICATIONS

Nominations and applications of candidates are welcome. Nominations should provide the name and address of the nominee and a brief statement of their contribution to psychology. Applications should include a curriculum vitae along with the names and addresses of three individuals who could provide letters of recommendation. Review of materials will begin immediately and continue until the positions are filled. Nominations and applications should be addressed to:

Selective Investment Committee  
Department of Psychology  
The Ohio State University  
1885 Neil Avenue Mall  
Columbus, Ohio 43210-1222

Please include your email address so that we are able to acknowledge receipt of your nomination or application.

*The Ohio State University is an equal opportunity employer and encourages applications from under-represented groups.*

beginning August 28, 2000. We are looking for a psychologist with strong research skills and the drive and potential to obtain external funds to join our APA-accredited program in Counseling Psychology. Area of specialization within Counseling Psychology is open with priority given to specializations consistent with funding agencies' interests (health psychology, minority mental health, treatment efficacy, gerocounseling). Teaching responsibilities will include a graduate seminar in the applicant's area of specialization and other graduate and undergraduate courses consistent with the applicant's background and departmental needs. Applicants who will enhance the diversity of the present faculty are especially sought. Preference will go to those applicants with evidence of research productivity and a record of external funding. The successful applicant will join a 19 member research-oriented department with doctoral emphases in Counseling Psychology, Industrial/Organizational Psychology (with a specialization available in Industrial Gerontological Psychology), and Applied Cognitive Aging. All requirements for the Ph.D. must be completed prior to the start date. Salary. Starting salary is competi-

tive, benefits are excellent, as are the research and teaching facilities. The University is a public state-supported Carnegie classification doc-2 institution which had an annual income of over \$19 million in external funds for 1997, and as such provides strong support to faculty pursuing external funds. **Applications.** Applicants should send letter of application together with vita, reprints, and three letters of recommendation to Dr. Linda Mezydlo Subich, Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (e-mail: [lsubich@uakron.edu](mailto:lsubich@uakron.edu)). **Deadline.** Applications will be accepted until October 22, 1999. **EEO Statement.** The University of Akron is an Equal Education and Employment Institution. Women and minorities are encouraged to apply. OH3

**TENURE-TRACK ASSISTANT PROFESSOR (BEHAVIORAL NEUROSCIENCE).** Pending final administrative approval, the Department of Psychology at KENT STATE UNIVERSITY will have a faculty position open in behavioral neuroscience beginning with the 2000-01 academic year. The position is tenure-track and at the assistant professor level. Ap-

plicants should have a Ph.D. in experimental psychology or behavioral neuroscience. All research areas within behavioral neuroscience will be considered, but an emphasis on animal learning and memory is strongly preferred. Supervision of graduate and undergraduate research, including theses and dissertations, is expected. Applicants must be able to teach undergraduate courses such as Basic Learning Processes and Biopsychology as well as one of the University's liberal education requirements (e.g., General Psychology). Graduate teaching will include Physiological Psychology and seminars in the area of expertise. Postdoctoral training, teaching experience, established publication record, and strong potential for extramural funding are preferred. More information about the Department is available at our home page (<http://www.personal.kent.edu/~ksuppsych/psych.htm>). **Application deadline is November 1, 1999, but applications will be accepted until the position is filled.** Application materials, including a statement of research interests, curriculum vita, copies of publications and other supporting materials, summaries of teaching evaluations, and at least three let-

ters of recommendation should be sent to Chair, Behavioral Neuroscience Search Committee, Department of Psychology, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. *Kent State University is an Affirmative Action/Equal Opportunity Employer.* OH4

**TENURE-TRACK ASSISTANT PROFESSOR (CLINICAL/HEALTH).** Pending final administrative approval, the Department of Psychology at KENT STATE UNIVERSITY will have a faculty position open in clinical psychology beginning with the 2000-01 academic year. The position is tenure-track and at the assistant professor level. We are interested in applicants with research interests in health psychology (broadly defined to include etiology and/or prevention of disease, interventions to treat illness, and factors associated with recovery from illness) in populations ranging from children to



older adults. Applicants should have a Ph.D. in clinical psychology and an APA-accredited internship. The position involves teaching at the undergraduate and graduate levels and the direction of theses and dissertations. Clinical faculty typically are involved in the supervision of graduate students in our Psychological Clinic. Teaching experience, demonstrated potential for research productivity, and strong potential for extramural funding are preferred. More information about the Department is available at our home page (<http://www.personal.kent.edu/%7Ekpsych/psych.htm>). **Application deadline is November 1, 1999, but applications will be accepted until the position is filled.** Application materials, including a statement of research interests, curriculum vita, and other supporting materials, summaries of teaching evaluations, and at least three letters of recommendation should be sent to Chair, Clinical/Health Search Committee, Department of Psychology, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. *Kent State University is an Affirmative Action/Equal Opportunity Employer. OH5*

**TENURE-TRACK ASSISTANT PROFESSOR (CLINICAL/PSYCHOPATHOLOGY).** Pending final administrative approval, the Department of Psychology at **KENT STATE UNIVERSITY** will have a faculty position open in clinical psychology beginning with the 2000-01 academic year. The position is tenure-track and at the assistant professor level. We are interested in applicants with research interests in psychopathology, broadly defined to include child or adult psychopathology, geropsychology, child/family issues in psychopathology, etiology and prevention. Applicants should have a Ph.D. in clinical psychology and an APA-accredited internship. The position involves teaching at the undergraduate and graduate levels and the direction of theses and dissertations. Clinical faculty typically are involved in the supervision of graduate students in our Psychological Clinic. Demonstrated potential for research productivity, strong potential for extramural funding, and teaching experience are preferred. More information about the Department is available at our

home page (<http://www.personal.kent.edu/~kspsych/psych.htm>). **Application deadline is November 1, 1999, but applications will be accepted until the position is filled.** Application materials, including a statement of research interests, curriculum vita, copies of publications and other supporting materials, summaries of teaching evaluations, and at least three letters of recommendation, should be sent to Chair, Clinical/Psychopathology Search Committee, Department of Psychology, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. *Kent State University is an Affirmative Action/Equal Opportunity Employer. OH6*

**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](mailto:hsterns@uakron.edu)), and for the Assistant Professor position to Dr. Karen Kopera-Frye ([kkopera@uakron.edu](mailto:kkopera@uakron.edu)). **EEO Statement:** *The University of Akron is an Equal Education and Employment Institution. Women and minorities are encouraged to apply. OH7*

**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. OH8*

**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. OH9*

**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. 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. OH10*

**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. OH11*

**INDUSTRIAL/ORGANIZATIONAL—RANK OPEN:** The Department of Psychology, WRIGHT STATE UNIVERSITY invites applications for a faculty position in the area of Industrial/Organizational (I/O) Psychology. Rank of the appointment is

open. The Department is committed to excellence in research and teaching. It has a strong undergraduate program and a recently established doctoral program in I/O and Human Factors Psychology. Applicants must have a Ph.D. degree in I/O Psychology or a Ph.D. degree with an established record of teaching and research in the I/O area. The successful applicant will teach graduate and undergraduate courses in I/O Psychology as well as other courses at the undergraduate level and assume some level of leadership in the I/O complement of the Ph.D. program commensurate with rank. The Dayton area offers substantial opportunities for research. It is home to several Fortune 500 companies (see [www.ci.dayton.oh.us](http://www.ci.dayton.oh.us)) as well as Wright Patterson Air Force Base (the foremost research and development center in the U. S. Air Force). Existing research programs in the Department of Psychology are described in the Department's webpage ([www.psych.wright.edu](http://www.psych.wright.edu)). Inquiries, a curriculum vitae, and three letters of recommendation should be sent to Larry Kurdek, Chair, I/O Search Committee, Department of Psychology, Wright State University, Dayton, Oh 45435-0001. Formal review of applications will begin November 1, 1999, but applications will be reviewed until the position is filled. *Wright State University is an Equal Opportunity/Affirmative Action employer. OH12*

## OKLAHOMA

**OKLAHOMA STATE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY** is inviting applications for four anticipated full-time tenure track positions beginning August, 2000. All candidates must have completed a Ph.D. from a recognized department of psychology; candidates for clinical positions must have received their training from an APA-accredited clinical program and have completed an APA-approved Clinical Psychology Internship. Candidates are expected to: have a strong background in and dedication to scholarly activity, and to interact well with colleagues and students. Candidates must also demonstrate the capacity to maintain a high quality research program leading to scholarly productivity in the form of professional publication, presentations, and grantsmanship; to supervise undergraduate and graduate student research; and to have experience or potential in instruction. Competitive salary and start-up funds are available. Normal teaching load is two courses per semester. **Two positions in Clinical Psychology -**

**one at Assistant Professor and one at Assistant or Associate level.** Research specialty for both positions is open, but would prefer one of the following areas: Child Clinical, Health Psychology/Behavioral Medicine, or Adult Psychopathology. Both candidates will be expected to provide clinical supervision for students in our departmental clinic, to serve as a research mentor for undergraduate and graduate students, and to teach graduate and undergraduate courses in one or more of the following areas: introductory psychology, abnormal psychology, and personality (undergraduate level), and psychopathology, behavior therapy, and personality assessment (graduate level). **Two positions in Cognitive Psychology - one at Assistant Professor and one at Assistant or Associate level.** The successful candidate will have expertise in one of the following areas: memory, attention, problem solving, decision making, language, or cognitive neuroscience. Special consideration will be given to those who also have Developmental interests in addition to a primary interest in cognition, as these two areas reflect the joint interests of our current experimental faculty members. Candidates will be expected to supervise undergraduate and graduate research, and to teach some, but not all, of the following courses: introductory psychology, developmental psychology, experimental psychology (with lab), and cognitive psychology. The department has 18 faculty members and offers Ph.D.s in both experimental and clinical psychology. The Clinical Program, APA-accredited since 1971, uses the scientist-practitioner model in training, with subspecialties available in Clinical Child, Behavioral Medicine/Health Psychology, and General Clinical. The department offers training to a diversified graduate student body; ethnic minority students constitute 30% of total graduate enrollment. Applicants are encouraged to visit the Department web site at <http://www.psychology.okstate.edu>. OSU is located in Stillwater, OK, an environmentally clean, safe, pleasant city of 40,000 located in north central Oklahoma approximately 70 miles from both Oklahoma City and Tulsa. **For full consideration, application materials must be received by November 15, 1999,** however applications will be accepted until the position is filled. It is anticipated that interviewing will begin as early as December. **FOR THE COGNITIVE POSITIONS,** send letter of application, teaching interests, vita, reprints/preprints, summary of course evaluations/ evidence of teaching



excellence, and three letters of recommendation to Charles I. Abramson, Ph.D., Chair, Cognitive Search Committee. **FOR THE CLINICAL POSITIONS**, send the above materials (include clinical interests) to Frank Collins, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Oklahoma State University, 215 North Murray, Stillwater, OK 74078-3064; (405) 744-6027. *Oklahoma State University is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply. The successful applicant must comply with IRCA. OK1*

## OREGON

**LEWIS & CLARK COLLEGE:** The Department of Psychology invites applicants for three tenure-track assistant professor positions beginning Fall 2000. Lewis & Clark College is a private liberal arts college with 1700 undergraduates. Usual teaching load is five courses per academic year and includes regular participation in the college's first-year general education course. The three positions are as follows: **Sensation and Perception:** The candidate will teach an upper-level course in Sensation and Perception (to include a laboratory section), Introductory Psychology, and either Statistics and Advanced Statistics or Psychology Methodology. Ph.D. in Perception/Experimental Psychology is required. Application deadline: November 8, 1999. **Clinical Psychology:** The Department is seeking to expand its course offerings in the area of Clinical Psychology. Accordingly, the candidate will develop an upper-level course in Clinical Psychology and one or more courses in specialty areas such as Child Psychopathology, Health Psychology, Forensic Psychology, or Psychology of Diversity; teaching opportunities in Abnormal Psychology and Community Psychology may also be available in the future. In addition, the candidate will teach Introductory Psychology and either Psychology Methodology or Statistics. Application deadline: November 29, 1999. **Physiological Psychology/Neuroscience:** The candidate will teach an upper-level course in Physiological Psychology (to include a laboratory section) and a lower-division course in Learning and Motivation. In addition, the candidate will teach Introductory Psychology and either Psychology Methodology or Statistics and Advanced Statistics. Ph.D. in Physiological Psychology, Neuroscience, or Psychobiology is required. Application deadline: December 15, 1999. Candidates for all three posi-

tions are expected to develop and seek external funding for an active research program that involves undergraduates and holds promise of national recognition. Excellent teaching credentials, strong computing skills, and an appreciation of the role of research at an undergraduate institution are essential. Applications should include: (1) a Vita; (2) a statement of educational philosophy, research interests, and teaching experience; (3) evidence of teaching effectiveness; (4) examples of scholarship; and (5) three letters of recommendation. Send to: Dr. Thomas Schoeneman; Chair, Dept. of Psychology; Lewis & Clark College; Portland, OR 97219 (e-mail: schoen@lclark.edu). *Lewis & Clark College is an Equal Opportunity Employer and encourages the applications of women and minority candidates. OR1*

The psychology department at **REED COLLEGE** invites applicants with a Ph.D. in Developmental Psychology (infant/child/adolescent) to apply for a tenure-track position at the Assistant Professor level to begin August, 2000. The position involves participating for one semester in a staff-taught introductory course, teaching three additional semester courses, and advising senior thesis projects. Candidates should demonstrate excellent teaching and research potential and a commitment to guiding high quality undergraduate research. Applications should include a vita, a statement of research and teaching interests, three letters of recommendation, and any other materials that will help us assess research and teaching potential. Review of applications will begin November 15, 1999. Mailing address: Allen Neuringer, Chair Psychology Search, Reed College, Portland, OR 97202; FAX: 503-777-7785, e-mail allen.neuringer@reed.edu. *Reed College is an EO Employer. OR2*

**SOCIAL PSYCHOLOGIST / ASSISTANT OR ASSOCIATE PROFESSOR:** The Department of Psychology at **PORTLAND STATE UNIVERSITY** has a tenure-track opening beginning September 2000. A member of the Oregon University System, PSU is an urban grant university with a commitment to research and service in urban settings. The Department of Psychology has a strong applied research orientation with a commitment to looking at psychological problems in their systemic context. Our doctoral program in Systems Science/ Psychology includes areas of specialization in Applied Social, Industrial/Organizational, and Applied Developmental Psychology. Responsibilities

for the position include productive scholarship in applied settings, teaching in areas of expertise at undergraduate and graduate levels, supervising dissertations and student practica, and participation in faculty governance. Qualifications include a doctoral degree and a commitment to theoretically based research in social psychology that is conducted in field settings, as demonstrated in dissertation and published research. We are especially interested in applied research programs that address: cultural influences on self and social interaction; close personal relationships; attitudes; social cognition; prejudice; or intergroup relations; but we welcome applicants whose applied research is based in any of a range of social psychological perspectives. In keeping with our university's mission regarding campus diversity, we particularly encourage members of historically underrepresented groups to apply. Send letter of application, vita, at least three letters of reference, statement of applied research interests and experience, copies of papers, and statement of teaching interests to Kerth O'Brien, Ph.D., Chair, Social Search Committee, Department of Psychology—PSY, Portland State University, P. O. Box 751, Portland, OR 97207-0751. We will begin considering applications on November 8, 1999, but continue accepting them until the position is filled. *Portland State University is an Affirmative Action/ Equal Opportunity Institution. OR3*

## 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 end-

points. 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*

**Institute Scientist** Full time research scientist position available at **MOSS REHABILITATION RESEARCH INSTITUTE**, at the equivalent of assistant or associate professor level. Candidate should have research experience studying human motor function after CNS damage, recovery of function, plasticity, relearning, and related issues. Doctorate in physical therapy, psychology, neuroscience, medicine, or other relevant areas required. Previous extramural funding highly desirable. Candidate will work with a multidisciplinary team of highly productive investigators. Faculty appointment available. *EOEM/F/D/V* Send C.V. and letter of interest to: Moss Rehabilitation Research Institute, Korman Suite 213, 1200 W. Tabor Rd, Philadelphia, PA 19141. FAX: (215) 456-9514. EMAIL: sthompson@AEHN2.einstein.edu. **PA3**

**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. PA4*

**PROFESSOR PENN STATE PROFESSOR** with research experience in the area of work and family. Significant record of scholar-



ship essential, with a demonstrated success obtaining external funding. High priority will be given to candidates poised to conduct research in a multi-disciplinary environment with faculty from different social sciences within the College of the Liberal Arts and elsewhere, and to provide intellectual leadership for this multi-disciplinary effort. A named professorship is a possibility for a candidate with appropriate credentials. The tenured appointment will be in one of the following departments: Labor Studies and Industrial Relations; Psychology; or Sociology. An affiliated appointment with the Women's Studies Program is possible. Please send a letter expressing interest, a vita, and the names and addresses of five references to Mark Wardell, Chair, Work and Family Search Committee, Department of Labor Studies and Industrial Relations, The Pennsylvania State University, 101 Old Botany Building, Box D, University Park, PA 16802-1602. Nominations and confidential inquiries are welcome. The search will remain open until a successful candidate has been identified. Applications received prior to November 1, 1999 will receive full consideration. However, all applications will be considered until the position is filled. AA/EOE. PA5

**THE PSYCHOLOGY DEPARTMENT OF THE UNIVERSITY OF PENNSYLVANIA** seeks to fill a tenured faculty position in the psychology of language. Individuals with outstanding research programs and a commitment to undergraduate and graduate teaching are encouraged to apply. Candidates with research programs in any aspect of the psychology of language will be considered. Nominations and applications should include a vita, a sampling of reprints, and a description of research interests. These should be sent no later than December 15, 1999 to: Psychology of Language Search Committee, University of Pennsylvania, 3815 Walnut Street, Philadelphia, PA 19104-6196. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.* PA6

**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 educa-

tion. 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 for more information. PA7

**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. PA8

**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. Out-

standing 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 PA9

**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. PA10

**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 O, Department of Psychology, Penn State, University Park, PA 16802, or liben@psu.edu. Review of applications will begin immediately, and will continue until the position is filled. AA/EOE. PA11

**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. *Minority and women candidates are especially encouraged to apply.* PA12

**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. PA13

**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.* PA14

**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 Novem-

ber 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.* PA15

#### 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

#### TENNESSEE

**FACULTY POSITION IN SCHOOL PSYCHOLOGY:** The Department of Psychology at the UNIVERSITY OF MEMPHIS invites applications for a tenure track faculty position at the assistant or associate professor level, pending state funding. The university seeks to attract an active, culturally and academically diverse faculty of the highest caliber. The applicant must have a doctoral degree with specialization in school psychology. The department is looking for a candidate with research and teaching interests in the area of psychological and educational assessment, including psychometric theory, and school-based professional experience. The person is expected to obtain health service provider licensing and to supervise students in the department's Psychological Ser-

VICES Center. The Department of Psychology, located in the College of Arts and Sciences has 33 full-time faculty, and offers the PhD in clinical, experimental, and school psychology. School psychology programs also include the MA/EdS combined sequence jointly sponsored with the College of Education. Faculty in the Psychology Department belong to one or more of 6 research areas. As a primary member of the Child and Family Studies research area, the faculty member is expected to develop a strong research program in his/her area of interest and to collaborate with faculty and students in other departmental research areas. The department offers excellent opportunities to develop teaching and research interests that bridge department and college areas. For information contact: <http://www.psy.memphis.edu/psych.htm> The university has a student enrollment of 20,000, including approximately 5,000 minority students, and is located in a racially and culturally diverse metropolitan area of approximately one million people. Approximately 15% of the university's full-time faculty is comprised of racial and ethnic minorities. Salary is competitive. Screening will begin December 1, 1999 and may continue until the position is filled. Send curriculum vitae, three letters of recommendation, and reprints/preprints to: Tom Fagan, Chair, Faculty Search Committee, Department of Psychology, The University of Memphis, Memphis, TN 38152-6400. *The University of Memphis is an Equal Opportunity Affirmative Action Employer and encourages applications from women and minorities.* TN1

#### TEXAS

**SOUTHWESTERN UNIVERSITY - Assistant Professor in Clinical Psychology** Full-time tenure-track position in Clinical Psychology beginning August 2000. Area of specialization is open. The successful candidate must have completed the Ph.D. by the start date from an APA-accredited doctoral program in clinical psychology and an internship (preferably APA-accredited). The commitment to excellence in teaching and the ability to develop an active research program which stimulates student participation are essential; strong quantitative skills are a plus. Candidates should be able to teach courses in introductory psychology, abnormal, testing and assessment, and personality; the ability to teach research methods and/or history and systems is desirable. Southwestern University is a selective, undergraduate institution committed to a

broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1,250 students and a history of stable enrollment. Southwestern's endowment of more than \$340 million ranks among the highest per student of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin. For more information, visit our web site at [www.southwestern.edu](http://www.southwestern.edu). For full consideration, all materials must be received by November 1, 1999, but applications will be accepted until the position is filled. Applicants should send a cover letter and vita, graduate transcripts, a statement of teaching and research interests, three letters of recommendation, and evidence of both teaching effectiveness (e.g., syllabi, teaching evaluations) and scholarly excellence (reprints/preprints) to: Faculty Recruitment Office, Dept. of Psychology, Job #9909, Southwestern University, Office of Human Resources, P.O. Box 770, Georgetown, Texas 78627-0770. *EO/EM/F TX1*

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.* TX2

**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.* TX3

**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.* TX4

**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.* TX5

**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 posi-

tions 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.* TX6

**COUNSELING PSYCHOLOGY:** Assistant Professor tenure track position, **UNIVERSITY OF NORTH TEXAS.** The UNT counseling program is APA-approved with 7 full-time/4 part-time faculty. Responsibilities: Teach undergraduate and/or graduate courses; practicum supervision; thesis/dissertation supervision; advise master's and PhD students; and establish research program. Qualifications: completed internship and PhD from APA-approved program; licensed or license eligible in TX; with primary teaching and research interests in marriage and family therapy, human sexuality; persons with complementary interests are encouraged to apply. Send vita, three letters of reference and reprints to: Dr. Larry Schneider, Counseling Psychology Search Committee, Department of Psychology, Box 311280, UNT, Denton, TX 76203-1280. Committee review of applications will 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.* For information about the department and the program visit <http://www.psy.unt.edu>. TX7

**THE UNIVERSITY OF TEXAS AT AUSTIN,** Department of Psychology is accepting applications (pending final budgetary approval) for Assistant Professor positions in the areas of Behavioral Neuroscience, Individual Differences/Evolutionary Psychology and Social/Personality Psychology. All areas of Behavioral Neuroscience, Individual Differences/Evolutionary Psychology and Social/Personality Psychology will be carefully reviewed but the Department is especially interested in recruiting candidates who will foster interaction among sub-disciplines within the department (behavioral neuroscience; clinical; cognition/perception; developmental; individual differences/evolution; social/personality; sensory neuroscience). We seek outstanding researchers and teachers in each area. Successful candidates will be expected to teach undergraduate and graduate courses, develop a strong research program, and direct graduate research. A Ph.D. or satisfactory progress toward completion of requirements for a doctoral degree is



required for each position. Applicants must have a demonstrated record of publications and well developed plans for future research. Review of applications will begin immediately. **Application deadline is November 15, 1999.** Applicants should send a cover letter, curriculum vitae, reprints, and three letters of recommendations to the appropriate search committee (e.g. Chair of Social Search Committee/ Chair of Individual Differences/ Evolutionary Psychology Search Committee/ Chair of Behavioral Neuroscience Search Committee, Department of Psychology, The University of Texas at Austin, Austin, TX 78712). *The University of Texas at Austin is an Equal Opportunity/Affirmative Action Employer. TX8*

## 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 seek-

ing 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/EEO employer and encourages applications from women and minorities. The deadline for receipt of applications is November 15, 1999. UT2*

## 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 uni-

versity 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. VA1*

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 outstanding 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 letters of reference 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, statistics, 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; 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. *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

#### 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.wwu.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, 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. Ira Hyman, Chair, (hyman@cc.wwu.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 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 (ty). 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 Department of Psychiatry and Behavioral Sciences at the UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE: Faculty Position in Neuropsychology.** We invite applicants for a tenure-track position at the Assistant or Associate Professor level. We seek a scientist-clinician with a vital research program in any area of neuropsychology, with demonstrated success in publication and in potential for obtaining extramural research funding. Teaching responsibilities include providing training and supervision to medical students, residents, post-doctoral fellows, and interns from our APA-accredited internship program. Clinical responsibilities will depend on the interests and expertise of the

candidate, but may include provision of neuropsychological assessment and consultation services to adult patients referred by diverse medical specialties and community agencies. Candidates should have completed a Ph.D. in Clinical Psychology from an APA-accredited program, and at least one year post-doctoral training in neuropsychology. Candidates should also be eligible for ABCN and Washington State licensing. Interested applicants should submit their curriculum vitae and letter of interest to: Suzanne Craft, Ph.D., Chair, Neuropsychology Search Committee, Geriatric Research, Education and Clinical Center, 182B, VAPSHCS, 1660 South Columbian Way, Seattle, WA, 98108, e-mail scraft@washington.edu. Applications will be accepted until the position is filled. The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. *The University of Washington is an Equal Opportunity/Affirmative Action Employer. WA4*

**UNIVERSITY OF WASHINGTON** The Department of Psychology expects to fill one tenure-track assistant professor position in the area of **SOCIAL 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. Candidate selected will be expected to pursue research and training objectives consistent with those of the current faculty of the department's Social/Personality 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: Social Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by November 15, 1999 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*

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. WA6*

#### WISCONSIN

**THE UNIVERSITY OF WISCONSIN-MADISON DEPARTMENT OF PSYCHOLOGY** anticipates making three new appointments at the Assistant or Associate Professor levels, beginning in August 2000, among the following areas: behavioral neuroscience, human cognitive neuroscience, quantitative methods, and clinical psychology. See our website for complete details, <http://psych.wisc.edu>. **Applications will be accepted until November 20, 1999, although interviewing may begin earlier.** Candidates should submit a letter of application, at least three letters of recommendation, a curriculum vita, and selected reprints to the Chair of either the Human Cognitive Neuroscience, Quantitative Methods, Behavioral Neuroscience, or Clinical Psychology Search Committee, Department of Psychology, University of Wisconsin, 1202 W. Johnson St., Madison, WI 53706-1611. *The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and especially encourages women and minorities to apply. Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. WI1*

#### CANADA

**UNIVERSITY OF MONTREAL, LAVAL UNIVERSITY, MCGILL UNIVERSITY. POST-DOCTORAL FELLOWSHIP. RESEARCH UNIT ON CHILDREN'S MALADJUSTMENT.** The unit invites applications for two

postdoctoral fellowships beginning between June and September 2000. The successful candidates will work in a multidisciplinary team of senior investigators on large longitudinal and experimental studies with children from birth to adolescence. Send your curriculum vitae and 3 letters of reference before March 1<sup>st</sup>, 2000 to: Pr. Richard E. Tremblay, Director, GRIP, University of Montreal, 3050, boul. Edouard-Montpetit, Montreal (Quebec), H3T 1J7, Canada. CNI

**DEPARTMENT OF PSYCHOLOGY THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF GUELPH** has a vacancy for a tenure track appointment at the Assistant Professor level in Cognitive Neuroscience, Cognition or Perception commencing September 1, 2000. The appointee will be expected to contribute to undergraduate teaching in the areas of perception and cognition and to undergraduate or graduate teaching in the areas of research design and measurement or statistics and neuropsychology. While the primary focus of the teaching will be at the undergraduate level, opportunities exist for graduate supervision and teaching in the MA General and Experimental program and possibly in the PhD Applied Developmental program. We are seeking a candidate with a strong commitment to scholarly research who has established an active research program. We particularly encourage applicants with research interests in the areas of higher cognitive processes, or applied perception and cognition. *In accordance with Canadian Immigration requirements priority will be given to Canadian Citizens or Permanent Residents.* The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women. Candidates should send a vitae and arrange for at least three letters of reference to be sent to: Dr. Michael L. Matthews, Chair, Department of Psychology, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. Closing date for applications and supporting material is November 30. CN2

**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 Psy-



chology, 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, University 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.* CN3

**FACULTY POSITION IN COGNITION.** The UNIVERSITY OF WESTERN ONTARIO, Department of Psychology, invites applications for a tenure-track position for a Cognitive Psychologist at the Assistant Professor level. Individuals with research interests in any area of Cognition, including memory, language, computational modelling, concepts and categorization, cognitive development, or animal cognition are invited to apply. Duties will include maintaining an active research program, graduate student supervision, and graduate and undergraduate teaching. The Cognition Program at the University of Western Ontario emphasizes a multidisciplinary approach to research in the cognitive sciences, featuring close ties with researchers in artificial intelligence, linguistics, visual neuroscience, neuroimaging, and evolutionary psychology. Applicants should submit a vita, copies of representative publications and arrange to have three letters of recommendation sent to Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2 by January 1, 2000. This position is subject to budgetary approval. The scheduled starting date is July 1, 2000. *In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents*

*of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.* CN4

**GERMANY**

**POST-DOCTORAL POSITION:** The German Centre for Research on Ageing at the UNIVERSITY OF HEIDELBERG seeks post-doctoral scholar in oldest old and longevity research with gerontological and methodological background. One-year position with a possibility of an extension to be filled as soon as possible, stipend range \$ 29,055-33,900. Knowledge of German language is not required. E-mail: pxmartin@dzfa.uni-heidelberg.de. Web site: <http://www.dzfa.uni-heidelberg.de>. Applications (incl. CV, statement of research interest, 3 letters of recommendation) to: Peter Martin, Director DZFA, Bergheimer Str. 20, 69115 Heidelberg, Germany. GM1

**LEBANON**

**AMERICAN UNIVERSITY OF BEIRUT FACULTY OF ARTS AND SCIENCES Faculty Positions available starting October 2000** in Beirut, Lebanon. Department of Social and Behavioral Sciences: Applicants sought in the fields of Cognitive Psychology, Social/Cultural Anthropology, Mass Communication (mass media). Ph.D. degree, teaching and research experience required. Positions are at the assistant professor level but higher ranks may be considered depending on qualifications. Appointments are generally for an initial period of three years. Teaching assignments may be partly in the Civilization Sequence Program. Visiting positions at all levels may be considered for all vacancies. Sabbatical visitors are welcome in all fields. All interested applicants may send a letter of application and arrange for three letters of reference addressed to: Dean, Faculty of Arts and Sciences, American University of Beirut, c/o New York Office, 850 Third Avenue, 18<sup>th</sup> floor, New York, NY 10022-6297 OR Dean, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon. Electronic submission may be sent to: AS\_Dean@aub.edu.lb All applications and letters of reference should be received by January 15, 2000. *The American University of Beirut is an Equal Opportunity Employer.* LB1

**SUBJECT AREAS Index**

Country Codes	
CN	...Canada
GM	...Germany
LB	...Lebanon

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- Animal Behavior: VA6
- Behavioral Neuroscience: AL2, GA2, OH2, OH4, TX8, W11
- Behavioral Psychopharmacology: GA2, MO3
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To help readers easily find position openings of direct interest, use the **Subject Areas Index** found at the end of the *APS Employment Bulletin*. The job listings themselves are organized by geographic area, but the subject area index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of **SUBJECT AREAS** at the end of the job listings.

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

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

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



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