



OBSERVER

Published by the American Psychological Society

Vol. 12, No. 7

September 1999

Robert Bjork is President-Elect of APS

Eugene Borgida, Rochel Gelman join Board, Roberta Klatzky is Treasurer and Stephen Tiffany is Secretary

Like a fine French wine, APS continues to get better with age. As APS heads into its second decade, it will do so under the leadership of some of psychological science's finest.

Leading APS into the new millennium will be Robert A. Bjork, of the University of California-Los Angeles (UCLA), as president-elect; Eugene Borgida, of the University of Minnesota, and Rochel Gelman, of UCLA, as Board members; Stephen Tiffany, of Purdue University, as secretary; and Roberta Klatzky, of Carnegie Mellon University (CMU) as treasurer.

"I am looking forward to working with our new Board members to continue and even increase our momentum in support of psychological science," said APS Executive Director Alan G. Kraut.

"I am very excited about being president-elect," said Bjork, who is no newcomer to the APS Board. He previously served as a member from 1995-1998.

"Because of what APS stands for, and what it has already achieved, I feel like I am joining a set of people who started something very important," he said. "APS has a critical role to play, not only in supporting psychological science, but also in giving that science away. I hope I can contribute to each of those important goals in some significant way."

While in office, Bjork has a number of things he would like to accomplish.

"Owing to the vision and effort of many

individuals, APS has succeeded beyond what most of us could have hoped at the time of its

launching. As I see it, APS is now positioned for a second stage that involves new and ambitious initiatives. There are abundant opportunities, some in concert with other organizations, to support applied as well as basic psychological science in innovative ways, and to disseminate our findings to the public and to decision makers in government and elsewhere.

"The Society's new publishing initiative, *Psychological Science in the Public Interest (PSPI)*, is a wonderful example of such an initiative," said Bjork, who co-chairs the PSPI committee with former Board Member Stephen Ceci. "If PSPI can play out as we envision, I think we



The newest members of the APS leadership include (clockwise from top left): Eugene Borgida, Robert A. Bjork, Roberta Klatzky, Stephen Tiffany, and Rochel Gelman.

SEE BOARD ON PAGE 22

Making the Grade

APS Member inspires economically challenged high school students to succeed

Perth Amboy High School, 20 miles south of Newark, New Jersey, is no Beverly Hills (90210) High School. Nor is everyday life at the school a scene from the waters of *Dawson's Creek*. Students here do not worry about where to go in their cars (virtually no students drive cars to school), which clothes are the most fashionable, or which concert they would like to go to that weekend. Students at Perth Amboy, an urban school where English is a second language for over 60 percent of the students, are more concerned with balancing the many hours they work jobs with their school work, and whether they will be able to afford to go to college when the time comes.

Teachers at Perth Amboy—one of 28 "special needs" school districts in the state of New Jersey—also have their work cut out for them. They must work hard in this environment as they try to get many of their students—most who are from low income families—to stay away from bad influences, to stay in school, and to make sure that they pass basic skills tests.

But APS Member Alan Feldman, or "Mr. Fel" as he is called by many of his students,

SEE FELDMAN ON PAGE 18



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

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The philosophy and goal of the *Observer* (ISSN: 1050-4672), published 10 times a year by the American Psychological Society (Federal ID Number: 73-1345573), is: to educate and inform APS members on matters affecting the academic, applied, and research psychology professions; to promote the professional image of APS members; to report and comment on issues of national interest to the psychological scientist community; and to provide a vehicle for the dissemination of information on APS.

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All APS members receive the *Observer*. Domestic non-member subscription rates are \$35 (individual), \$50 (institution) and foreign rates are \$50 (individual) and \$65 (institution) per year. Send subscription requests to the address below. Third-class postage is paid at Merrifield, VA. **Postmaster:** Send address changes to American Psychological Society, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.

Contributors: Unsolicited articles, announcements, and letters to the editor should be submitted to the Editor at the address above.

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APS announces the speakers lined up for the 2000 APS Annual Meeting next June in Miami Beach! See who will be giving the Keynote and Bring-the-Family addresses and who will be participating in the annual Presidential Symposium. See page 3 for details!

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Subdisciplines in their Interactions

Elizabeth D. Capaldi
APS President



Consider the following:

- Most psychologists read only journals in their sub-specialty of psychology;
- Psychologists are employed in many departments on university campuses, not just psychology departments;
- Most psychologists attend psychology meetings only in their subdiscipline and often attend meetings that are not of psychologists (neuroscience, decision and information science).

Are these strengths or weaknesses of our field? They can be viewed as strengths because psychology has relevance to any field that involves behavior, so we are useful in lots of different fields. But this can be a weakness if we don't bring this interaction with other fields back to the discipline of psychology itself.

Many of us older folk were educated believing in big theories and scientific explanations that would be applied throughout all of psychology. Neil Miller took learning theory and used it in clinical work. Social learning theory was crucial in developmental and social psychology. Now we are in the era of smaller, more localized theories, and research.

What happened? It is hard to say, but we can cite some factors that influenced the field.

Cognitive psychology led to a focus on human and not animal models, and cognitive, not social or affective factors. Research proceeded in these other areas, but on parallel, not integrated courses. Many believed animal work had no relevance any more. Computer searches were invented, leading young scholars to believe the world began in 1975 when most computer searches begin. Tenure and promotion became more difficult, and academic jobs became scarcer. Grants became more difficult to obtain, so faculty became focused on the behaviors that lead to success—publications and that hard-to-get grant. This narrowed the focus.

Picking too broad a topic means too much to read, too much work to do to produce a publication. In my own field of taste aversion, learning was popular in part and (only in part) because a taste aversion experiment can be completed in a few days. Journals proliferated and they became

narrower and narrower, and more and more expensive. All these factors led to fractionation of the field. But now, things could very well be changing back. The Internet is free and journals are increasingly available on the net.

And APS is here.

APS was created in part so that we could interact in one place. Many topics are common across disciplines, and many problems are being worked on simultaneously in all fields of psychology. APS is a place to hear about this work, and to meet those who are doing it. Our journals, *Current Directions in Psychological Science* and *Psychological Science*, cross the borders of our subdisciplines, and have the very best work. Summit meetings organized by APS have brought together all the various sub-groups to meet in one place to discuss issues that are common to all psychologists.

Teaching is an area where breadth has survived better than in research. If you teach undergraduates, you need to have a broad perspective and know and present information outside your own field. For this reason the teaching of psychology has always been important to APS. *Current Directions* helps you learn what is going on outside your own field. The Teaching Institute that precedes the APS Convention does more to help in the teaching domain.

During the course of this year, I hope to continue APS's goal of bringing psychologists together, so that the power of our subdisciplines can be felt in their interaction. I am interested in ideas from APS members that will facilitate our work in this direction. I firmly believe psychology is one field, not many, and that there is strength in our diversity and relevance to other fields, strength that we could benefit from more by interacting with each other more, something we can do through APS. ♦

The 12th Annual Convention of the American Psychological Society June 8-11, 2000 ♦ Miami Beach, Florida

KEYNOTE ADDRESS
Daniel Schacter
Harvard University

The Seven Sins of Memory:
 Vices or Virtues?

BRING THE FAMILY ADDRESS
Alan E. Kazdin
Yale University

Treatment of Antisocial Children:
 Science's Contributions and Limitations

PRESIDENTIAL SYMPOSIUM ♦ THE PSYCHOLOGY OF EATING
Chair: Elizabeth D. Capaldi, University of Florida
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 Energy Homeostasis
Linda Bartoshuk, Yale University

Listening to Patients: What Experiments of Nature can Tell us About Taste

Nominations for 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)

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(address)

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- A current mailing address, telephone number, fax number and e-mail address for the nominee.

The Selection Process

Upon receipt of a letter of nomination, the nominee will be notified of his or her nomination and sent a Nominee Form explaining the award conditions and detailing the support materials needed to complete the nomination. An outline of the selection process will also be sent.

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Cast Your Vote on the APS Name!

Would the mission, members, and meaning of APS be better served as the Association for Psychological Science?

At the direction of the APS Board, all members will receive a ballot this month on which they will cast their vote on whether APS should remain the American Psychological Society or instead become the Association for Psychological Science.

The name of APS has been discussed almost since APS was established. The most recent discussion was prompted by a letter from APS Fellow Carol Tavris suggesting it was time for a name change. A February *Observer* article soliciting member views netted more than 50 letters on the subject.

Ballots were sent out in late August and are due back to the APS office by September 30th. According to the bylaws of the Society, two-thirds of those responding would have to be in favor of the change in order to make it a reality. Should the membership endorse the name change, it will take effect in 2000.

To Change Or Not To Change

When APS gets more than 50 letters regarding a topic, it is the responsibility of the Board to take notice and this past spring, as you saw in the past few issues of the *Observer*, APS members had a lot to say on the topic of changing the name of APS from the American Psychological Society to the Association for Psychological Science.

At its meeting in June, noting the overwhelmingly positive response to the idea of a change, the APS Board endorsed sending the change to the APS membership for vote where a two-thirds majority vote would make it a reality. Members should receive ballots this month and we encourage everyone to cast their vote. Here I will present some of the arguments the Board has heard and read in favor of changing the name of APS.

Clarify the Focus

The name "Association for Psychological Science" says exactly what it is that APS stands for: to promote, protect, and advance the interests of *scientifically oriented* psychology in research, application, and the improvement of human welfare. In addition, by putting the words "psychological science" in the name, it also reaffirms to the often unaware public that there is a *science* to psychology while emphasizing the organization's commitment to scientific research and the 'giving away' of it. And the change won't stop anyone who just wants to refer to us as APS.

Eliminate Confusion

The similarity of the current APS name with that of the American Psychological Association causes much confusion in and out of the field. For those outside of the field, the distinction is one without a difference. To borrow an example from my colleague Carol Tavris, who proposed the change, if there was an American Medical Association and an American Medical Society, what possible difference could the public see in them? Even within our own field, there is often unintentional confusion between the two organizations. On a daily basis, the APS office receives a number of calls intended for APA and in renewing their dues, some APS members have actually made their APS dues check out to APA.

International Appeal

By taking the word "American" out of the name of the organization, APS may broaden its appeal to international scientists. APS's current international audience numbers less than 1,000, but we expect that there are many more psychologists outside of the United States who would be interested in the benefits and representation APS has to offer.

APS is now entering its second decade and it is time to think big about the direction we want the organization to take—in its activities, advocacy, publications, and direction. Perhaps that includes welcoming a new name, the Association for Psychological Science, that better reflects all these things. That is up to the members now to decide. Please cast your votes and mail your ballots back to APS by September 30th. The results will be announced later this fall.

ELIZABETH LOFTUS

PAST PRESIDENT, AMERICAN PSYCHOLOGICAL SOCIETY

I am writing in opposition to the proposal that APS change its name. Learning of the proposal put me in mind of that old comment by Noam Chomsky, who wrote of "political science" (he might have had "cognitive science" in mind as well), that the first sign that a discipline isn't scientific is that it calls itself a science.

Psychology is a science. There is no non-scientific psychology. There may be nonscientific psychotherapy practiced by non-scientific psychotherapists, but there is no non-scientific psychology, because psychology is a science by definition. APS is a society of psychologists, in the same way that the American Physical Society is a society of physicists and the American Chemical Society is a society of chemists.

Of course, there are two different organizations claiming the label "psychological," the APA and APS. This does indeed cause confusion, but this confusion will not be remedied by changing our name to the Association for Psychological Science.

Anyone who wants to clarify the differences between the APS and the APA should be told that APS is an association exclusively for scientists, including science-oriented clinical practitioners, while APA also emphasizes the guild interests of psychologists in professional practice—interests which sometimes conflict with those of scientists. APS represents no guild interests (and if it did there would no longer be any difference between it and APA).

Some supporters of the proposal have drawn an analogy between the APA and the AMA. However, the analogy strikes me as inappropriate. Medicine is a (science-based) profession, not a science. There is no confusion in anyone's mind between AMA as a professional guild and the scientific societies in biology, genetics, pharmacology, etc. which promote basic and applied science as their exclusive activities.

Other supporters have objected to the term "American," on the grounds that it seems to exclude our Canadian and Latin American colleagues. But then again, Canada is part of North America, and Latin America is in the Americas as well. We are not talking about the "United States Psychological Society" here.

But even if we were, I suspect that the vast majority of members joined APS because they wanted a professional organization that would focus its activities, including its advocacy activities in Washington, DC, exclusively on science and scientific issues. Within psychology, the various national organizations are set up to look to their own national policy interests. APS was convened because many of us had doubts about APA's effectiveness in this regard, by virtue of the conflict between scientific and guild interests alluded to above.

Psychology is already effectively organized at the international level by the International Union of Psychological Sciences, Pan-American Psychological Association, and the like. There is no reason for APS to play this role, except as a contributing member.

The American Psychological Society is a fine name, and it has a fine ring to it. There is no reason to change our name to the Association for Psychological Science. By the way, there is no contradiction between my views and my editorship of a journal called *Psychological Science (PS)*. In my view, the title of *PS* is a play on words: *PS* is expressly modeled on the journal *Science*, which for some reason publishes relatively little psychology. As such, "We publish the psychology that *Science* should be publishing."

JOHN KIHLMSTROM

EDITOR, *PSYCHOLOGICAL SCIENCE*

Letters to the Editor

MORE ON THE NAME CHANGE

Editor:

I think that changing the name of APS to Association for Psychological Science is a terrific and long overdue idea.

It is critical for us to raise the level of public awareness of psychology as a scientific discipline. Too few people even know that there is such a thing as research psychology, as opposed to clinical psychology.

If we hope to continue to be able to do important basic psychological research, we must try to first make it clear to the public what we do, second, try to persuade them of the value of our efforts, and third, educate people so that they think critically about news stories reporting either a breakthrough study proving something or our tax dollars being wasted by the ivory tower intellectual elite on frivolous research projects.

SUSAN RUBIN

Editor:

To me the issue is simple. We need to make it easy for folks to see that what we do and represent at APS is science. To most people, we may look just like a disgruntled smaller version of the APA. I suspect that is true. What do your neighbors think you do when you tell them that you work with psychologists? At many major universities the word psychology is fading. As you know, cognitive science, cognitive neuroscience, and just plain neuroscience is what many psychological scientists do, and those are the terms that they use to describe their work

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and to refer to themselves. I also like the parallel use of words that end in science.

We need to send a strong message. Otherwise we will continue to be seen by many if not most as the little sibling of the APA. The only argument against a change, that I can see, is that APS is now well established and if it ain't broke... As a term referring to science, I think that the word psychology is or soon will be lost in history. It has been preempted by practitioners who have their own society, the APA.

JAMES L. MCGAUGH
UNIVERSITY OF CALIFORNIA-IRVINE

Editor:

I'm a bit disappointed that there is such a vote but organizations have to follow their own course once launched. The strand that leads to this end was present at the beginning but it was not so dominant.

Most of the original crew that started APS thought we were the legitimate core of all of psychology so the broader name captured our broader mission.

I am worried that the public perception of APS increasingly seems to be that it represents the academic / research subsection of psychology, not an approach to the entire field in all of its aspects (including not just academic areas but also actual clinical practice, social issues, health policy, and so on).

This name change will unfortunately feed that perception. I'm sure APA will be very happy. The broader name challenged APA's claim to represent all of psychology. The name change may make it seem that APS is only for hard core researchers — APA gets everything and everyone else.

To my eye this represents a historic opportunity missed. APS should be fighting for scientific values in all areas of psychology. When an "expert" psychologist testifies on the basis of unreliable tests, APS should be there fighting back. When clients receive seat-of-the-pants therapy rather than empirically supported treatment, APS should be there fighting back. I worry that APS may be retreating into a comfortable, non-controversial role as the science guild, more concerned with the NIH budget than the crimes done against human beings in the name of "psychology."

If this name change means a step in that direction, I'm against it. In the world of public perception, it almost certainly will be seen that way.

STEVEN C. HAYES
UNIVERSITY OF NEVADA

(Hayes chaired the organizing committee that led to APS and served as the first Secretary-Treasurer of the Society.)

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Congressional Behavioral Science Champion Rep. George Brown Dies at 79

Research psychologists lost a friend and advocate in Congress with the death of Rep. George E. Brown, Jr. (D-CA) this summer. The affable Brown was science's elder statesman and its most visible supporter on Capitol Hill, where he wielded enormous power as chair of the House Science Committee (a position he held from 1990 until 1994 when the Republicans became the majority party in the U.S. House of Representatives) and then as the ranking Democrat on the panel.

Brown is best known among psychological scientists as a strong supporter of increased funding for behavioral and social science at the National Science Foundation (NSF) and other federal science agencies. Among other things, Brown was instrumental in the establishment of a separate directorate for behavioral and social science research at NSF.

Along with former Rep. Doug Walgren (D-PA), then-Chairman Brown co-sponsored legislation in the House to create the directorate. In a statement accompanying the bill, the Behavioral and Social Science Directorate Act, Brown said that, "the NSF as a whole has enjoyed a relatively large increase in funding over the past decade, and should be a strong source of support for behavioral and social science research. However, rather than sharing in the Foundation's good fortune, these areas of science have been languishing."

Requisite Understanding

Brown was convinced that the separate directorate was an important first step in putting behavioral and social science on an equal footing with other sciences at NSF.

"I have come to believe that it is the result of a structural problem within NSF. These programs are housed administratively within the Biological, Behavioral and Social Science Directorate—which has always been headed by a biologist—and as a consequence, those within the highest levels of NSF, who speak for the behavioral and social sciences, are not from those disciplines, and do not have the requisite understanding of them," he said.

APS worked closely with Brown and Walgren in the development of their legislation, which along with a companion bill in the Senate was a major political catalyst for the new directorate. They continued the pressure with a follow-up letter to NSF to make sure a directorate task force looked at ways to address "the persistent inequities in funding which have characterized the NSF's treatment of behavioral and social sciences for at least a decade." Ultimately, the task force recommended in favor of a reorganization.

Most recently, Brown was leading the fight against proposed regulations that would allow public access to federally-funded research data through the Freedom of Information Act (FOIA). [Additional background is available on the APS Website www.psychologicalscience.org. Also see APS's comments opposing the regulations in the April 1999 *Observer*.]

The Brain in the Machine

In January 1993, the *APS Observer* published "The Brain in the Machine," a column by Brown in which he decried society's prefer-

ence for technological solutions to behavioral issues. "The history of technology development teaches us that humankind often uses innovation to mitigate the consequences of its own behavior," he wrote.

But, he noted, technology hasn't been enough to overcome many problems: "In the past 50 years we have created an astonishing array of science-based technologies that could, in principle, solve most of the major problems facing humankind (e.g. hunger, overpopulation, degradation of the earth's atmosphere, infant mortality, childhood diseases). Yet these problems persist, and in many areas of the world they grow worse," wrote Brown.

"The unwillingness of a culture...to adopt a given innovation is too

SEE BROWN ON PAGE 19



Rep. George E. Brown, Jr.
1920-1999

The Society for Research in Child Development (SRCD) www.srcd.org

The Society for Research in Child Development (SRCD), a multidisciplinary, international professional association of 5,000 members, promotes interdisciplinary human development research, fosters an information exchange among scientists and other professionals, and encourages application of research findings. SRCD hosts a biennial meeting and sponsors these publications: *Child Development*, *Mono-graphs of SRCD*, *Child Development Abstracts and Bibliography*, *Social Policy Report*, and a newsletter.

For further information, please visit the website at www.srcd.org or contact Thelma Tucker (Tel: 734-998-6524; email tetucker@umich.edu).

Psychologists Help National Institute of Justice Shape Federal Response to Crime

Recent events such as the Columbine shootings, ethnic- and race-related hate crimes both in the United States and Kosovo, the looting, arson, and mayhem at this summer's Woodstock, and the deadly office rampage in Atlanta in July have brought issues of violence, criminal behavior, delinquency, crime prevention, and drug abuse to the forefront of the nation's conscience. All are important areas where behavioral science is concerned and where psychological research has much to offer, and all are primary areas of interest for the National Institute of Justice (NIJ).

"Psychology is a critical discipline for NIJ in that it is very important to the study of crime in both the developmental sense and in understanding interventions," said Christy Visher, science advisor to the Director of NIJ. "However, many psychologists may not realize that we are doing research on a broad range of topics such as child abuse and neglect, delinquency, youth gangs, sex offenders, and criminality, for example. In addition, psychologists are keenly involved in risk assessment for interventions, correctional placement, police officer stress, and juvenile offenders. We strive to maintain a balanced portfolio of basic and applied research that has policy implications where crime and justice are concerned."

In fact, behavioral research has become more centrally involved at NIJ since the Violent Crime Control and Law Enforcement Act of 1994 (known more commonly as the Crime Act) allowed NIJ to expand its initiatives in areas such as community policing, drug use and, most notably, in the causes, treatment, and prevention of violence against women and within the family.

"The violence against women portfolio will continue to be an important one for NIJ," said Visher. "While our overall funding situation is a little bit uncertain at present because our FY 2000 appropriations is not yet known, I can safely say that the violence against women agenda is going to be very important in the coming year. In our general portfolio, there are several areas that I would consider emerging areas of interest at NIJ in which behavioral research is important: stress on law enforcement and corrections officers, substance abuse, sex offenders, and mental health of offenders and victims, an area that is of serious interest to the Attorney General."

Interdisciplinary Research Portfolio

NIJ, a component of the Office of Justice Programs, is the research agency of the U.S. Department of Justice. The agency was created by the Omnibus Crime Control and Safe Streets Act of 1968 and is

authorized to support research, evaluation and demonstration programs, development of technology, and both national and international information dissemination regarding criminal justice, crime prevention and reduction, and criminal behavior.

The agency is organized into four offices:

1. The Office of the Director sets NIJ policy, shapes its efforts, directs its research and development agenda, and guides its direction. In addition, it identifies priorities, oversees management, and initiates and fosters collaboration with other federal agencies and private foundations.
2. The Office of Development and Communications seeks promising ideas and practices and brings them to the attention of the field. It also implements demonstrations of innovative approaches and

conducts studies of pressing operational issues. The office disseminates information about research findings and new technologies.

3. The Office of Science and Technology provides Federal, State, and local law enforcement and corrections agencies access to available technologies and helps them develop capabilities essential to improving efficient and effective use.

4. The Office of Research and Evaluation (probably of most interest to behavioral researchers) develops, conducts, directs, and supervises

comprehensive research and evaluation activities through extramural and intramural research that cuts across a wide array of topics including violence, drug abuse, criminal behavior, organized crime, gangs, corrections, prosecution, sentencing, victimization, policing, drug testing, crime prevention, and crime mapping.

"We have a smaller funding base than, for example, NIH, and, in one sense, we have a very specialized portfolio in that we support research on crime and justice," said Visher. "In another sense, our portfolio is very diverse in that it ranges from very basic kinds of research—such as developmental studies of violence against women and of delinquency—through applied research, such as organizational management of police departments. So NIJ covers a wide range of topics like NIH, but unlike NIH, we have a central focus on issues of crime and justice."

Funding at NIJ has increased significantly in recent years since the passage of the Crime Act. Fiscal Year 1998 saw \$153.5 million in

Many psychologists may not realize that we are doing research on such a broad range of topics such as child abuse and neglect, delinquency, youth gangs, sex offenders, and criminality, for example. In addition, psychologists are keenly involved in risk assessment for interventions, correctional placement, policing, and juvenile offenders. We strive to maintain a balanced portfolio of basic and applied research that has policy implications where crime and justice are concerned.

CHRISTY VISHER
SCIENCE ADVISOR TO THE DIRECTOR
NATIONAL INSTITUTE OF JUSTICE

SEE NIJ ON PAGE 16

Enns Joins *Psych Sci* Editorial Helm

Incoming *Psychological Science* Editor Sam Glucksberg has named James Enns of the University of British Columbia an Associate Editor for the journal.

Enns received a PhD in Psychology from Princeton University (1984) and a BA Honours from the University of Winnipeg (1980). He is presently a Professor at the University of British Columbia, serving in both the Department of Psychology and the Graduate Program in Neuroscience.

In addition to publication in *Science*, *Psychological Science*, *IEEE*, *Psychological Review*, *Perception & Psychophysics*, and the *Journal of Experimental Psychology*, he has edited two research volumes (*The Development of Attention*, 1990; *Attention, Development, & Psychopathology*, 1997) and coauthored two textbooks (*Analysis of Variance*, 1986; *Sensation & Perception*, 5th Ed, 1999).

Glucksberg called Enns, who joins Ohio State's Gifford Weary as an associate editor, one of the finest researchers in attention and perception and conversant with contemporary work in cognitive neuroscience, including neuroimaging. Enns took a few minutes recently to talk to the *Observer* about his new responsibilities.

OBSERVER: What will be your duties and responsibilities where *Psychological Science* is concerned?

ENNS: My primary responsibility will be to shepherd the review process for submissions to *Psychological Science* that are concerned with cognitive neuroscience, attention, and perception. In my view, these areas are at the confluence of very exciting new developments in our understanding of the brain and how it guides behavior. Brain imaging techniques are revolutionizing the way we study formerly "hidden" mental processes such as consciousness.

The centrality of "attention" to all cognition and perception seems to become more apparent with every study (by attention I am referring to the coordination and control of widely separated brain regions that work together in task performance).

Finally, there have been exciting new developments in the way we can study the active construction processes that the brain uses to permit us to see, hear, and touch.

OBSERVER: How would you characterize *Psychological Science*? What are its strengths?

ENNS: Two features of *Psychological Science* caused it to immediately leap to the center of my consciousness when it first appeared about 10 years ago: (1) the short, original, ground-breaking articles in my field and (2) that the articles are written for a wide general readership of psychological researchers.

At the time, there was nothing like it. These same features are, in my opinion, what have caused *Psychological Science* to quickly become a leading journal in behavioral and psychological research.

One brief example of how well *Psychological Science* has fulfilled its mission: it is possible to teach a cutting-edge upper-level undergraduate course in perception and cognition by using a previous year's volume of *Psychological Science* as the entry-level textbook to the field.

OBSERVER: What do you hope to contribute? What are your goals where the journal is concerned?

ENNS: It is my goal to have *Psychological Science* be the premier showcase for the latest developments in cognitive neuroscience, attention, and perception.

Building on my own background in textbook authoring and research, I think I can contribute to this goal by selecting reviewers for articles that are leaders in the field, and by helping authors find the appropriate level to communicate their findings to the wide audience of *Psychological Science*.



Enns

OBSERVER: What are your own research interests?

ENNS: A central focus of my research has been the role of attention in perception. This has included studies of how perception and attention change with development; how the visual world is represented outside the focus of attention; how attention changes the perceptions that form the basis for consciousness, how attention varies in special populations (dyslexia, split-brains, athletes, autism) and how visual displays can be designed for the computer so that scientists can rapidly see relationships in large databases. ♦

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Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology and is aimed at current and future faculty of two- and four-year colleges and universities. TEACHING TIPS informs teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions. Send article ideas or draft submissions directly to Baron Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317; email: perlman@uwosh.edu

Teaching With Original Sources

Philip Banyard and Andrew Grayson
The Nottingham Trent University, UK

Why use key studies in teaching? To us, the answer is obvious, but we will make the case because we have often found colleagues who do not understand why we should teach from primary research, and some who even oppose it vigorously.

We believe the main reasons for using primary research studies in teaching are:

- It shows students the quality of the basic evidence in psychology.
- It demystifies the subject and shows students they do not always need an interpreter (textbook) to read psychology.
- It presents first hand accounts of methodology.
- It encourages critical thinking because students have real evidence to evaluate. When they read summaries of research in a text it is often difficult to evaluate the evidence because there is not enough detail. On the other hand, when they read the primary research, they are able to criticize the way it was conducted or the conclusions, and so on.
- It avoids the psychological myths that grow up around some prominent studies. A famous example is the Little Albert study by Watson and Rayner (1920) which is incorrectly reported in many texts.
- Students have to read research papers eventually, so why not start them off straight away in a learning context which helps develop the necessary skills?
- And finally, but perhaps most importantly for teachers, students enjoy them.

All these points make us believe that using primary research is the very best way (if not the only way) to teach introductory

courses (defined as the first undergraduate course in a subdiscipline area such as social, developmental, or abnormal). What we don't understand is why some of our colleagues challenge the academic rigor of this approach. Still, we are able to deal with them in the time honored traditions of British academia by nodding sagely, murmuring sweetly, stroking our chins, and then ignoring them completely. American teachers spending time over here should bear this technique in mind.

Choosing the Studies

Any psychologists choosing a number of studies for a course will come up with different lists. The issue is not which are the most important, but which studies will bring the most educational value to your course. When choosing a study we can consider a number of questions.

Does it Have Star Quality?

The study has to have that something extra, which we call *star quality*. Sometimes studies are referred to as sexy or are said to have charisma. Whatever you call it, the study has to have that indefinable extra edge. Star quality is difficult to define and to predict in a research study. As a teacher, it is difficult to read the study with the eyes of a student and anticipate their response to it.

Some studies in psychology have obvious star quality including the classic studies of social psychology such as Milgram's obedience studies, Zimbardo's prison simulation (Haney, Banks, & Zimbardo, 1973) and Sherif's ethnocentrism studies (1956) with the boys' camps. We would also add, perhaps more controversially, the case studies of Freud. Our favorite is the study of Little Hans which is always engaging for students even though many will dismiss the conclusions out of hand. It is also very funny.

Does It Stimulate Students' Questions?

One of the aims of education is to interest and engage students so that they want to find out more. An example of a study that inevitably provokes questions is the multiple personality study of Thigpen and Cleckley (the *Three Faces of Eve*). You can't help but think about whether this woman really had a multiple personality, and what this means. What is a single personality? And, what is the difference between having different sides to your personality and having a multiple personality?

Many studies take a lot of time and effort to state the startlingly obvious. For example, some memory studies say it is easier to remember meaningful than meaningless material. If students find this kind of research interesting or provocative, we suggest they need urgent medical help. For the majority, it is important to choose studies that are provocative and do not produce a *so what?* response.

Does it Stimulate Ideas for Practical Work?

One of the basic features of a scientific subject is that the material generates research questions. Reading primary research can encourage students to design empirical work which addresses their own research questions or tests their own hypotheses. Of course, there are problems with encouraging this. Not the least of these is the controversial ethical nature of many of the most interesting studies in psychology. We are alarmed at the number of students who have acted out assaults or feigned heart attacks in public (after Piliavin, Rodin and Piliavin's subway study, for example), or humiliated people in group pressure studies (after Asch, for example), or offended shoppers with obscene words in perceptual defense studies, or shown their young nephews and nieces violent videos to observe their aggressive response (after Bandura, Ross and Ross,

for example). The list of horrors is endless.

Does it Raise Contemporary Issues?

There is a trend in psychology to quote the most up-to-date study as if this represents the most accurate description of a particular topic. An alternative view says recent studies have not yet been subjected to the same level of scrutiny, replication and verification. We tend to prefer studies that have stood the test of time and still have something to say to people today.

The studies of Milgram (on obedience) and Zimbardo (on the prison simulation) tell us something about our behavior today even though they were conducted a generation ago. We also believe that the work of British psychologist Frederick Bartlett on remembering offers insights that are relevant today and act as a useful balance to the mechanistic mayhem of the information processing approach that still dominates discussions of memory in introductory texts. The famous Bobo doll study by Bandura, Ross and Ross is still heavily cited and contributes to our discussions of the effects of television on young people. All of these examples are at least thirty years old but still contribute to contemporary debates.

Do the Studies Illustrate a Range of Psychological Methods?

As well as considering the features of individual studies, we need to look at the whole program to achieve a certain balance. It is important to show students just how wide our sources of evidence are, and also to allow them to weigh the relative merits of one method over another. In memory research, for example, methodologies include people sitting in front of tachistoscopes and computer screens, case studies, and use of neuropsychology techniques. Psychologists use survey methods, physiological measures, observations, field experiments, simulations, detailed textual analysis and so on. In fact students may come to the conclusion that one of the strengths of psychology lies in the diversity of its methods.

Do the Studies Illustrate a Range of Psychological Ideas?

The obvious way of thinking about this issue is to carve up psychology into its subdisciplines. An introductory general psychology course might cover social, developmental, cognitive and biological psychology, for example, and take a few studies from each of

these areas to ensure that students get a feel for the diversity of the discipline. A most effective technique is to choose pairs of studies which deal with a particular psychological idea in radically different ways. This gives students the opportunity to develop grounded arguments concerning the strengths and weaknesses of the competing approaches, and illustrates to them the analytic power of the compare and contrast process. Pairs of studies that we have found especially productive are:

- Bartlett, (1932) and Ebbinghaus, (1885) on memory: the former looks at the constructive nature of remembering and the

latter describes some of the earliest controlled experiments into recall and recognition.

- Koff, (1983) and Bem, (1974): the Koff study uses projective techniques to look at the changes in a young woman's identity as she experiences menarche, and the Bem study takes a psychometric approach to the issue of gender.
- Thigpen and Cleckley, (1954) and Sperry, (1968): Thigpen and Cleckley describe the multiple personality study mentioned above, and Sperry describes a

SEE TIPS ON PAGE 23

Banyard & Grayson's Top Ten Teaching Studies

1. Milgram, S. (1963). Behavioural Study of Obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Simply the best! Though it is also worth encouraging students to search out Milgram's accounts of his other innovative research techniques.

2. Thigpen, C., & Cleckley, H. (1954). A Case of Multiple Personality. *Journal of Abnormal and Social Psychology*, 49, 135-151.

Very readable and direct account of a therapist's encounter with a rare phenomena.

3. Bandura, A., Ross, D., & Ross, S. (1961). Transmission of Aggression Through Imitation of Aggressive Models. *Journal of Abnormal and Social Psychology*, 63, 375-382.

Walk your students through the study as if they are the subjects.

4. Gardner, R., & Gardner, B. (1969). Teaching Sign Language to a Chimpanzee. *Science*, 165, 664-672.

Everyone wants Washoe as a friend, but did she ever acquire language?

5. Rosenhan, D. (1973). On Being Sane in Insane Places. *Science*, 179, 250-258.

Very readable and provocative account of how people can be depersonalized by giving them a label.

6. Bartlett, F. C. (1932). Experiments on Remembering: The Method of Serial Reproduction. II Picture Material. In F. C. Bartlett (Ed.), *Remembering: A Study in Experimental and Social Psychology* (pp. 177-185). Cambridge: Cambridge University Press.

Work on real life remembering rather than the recall induced by simple laboratory tasks.

7. Freud, S. (1909). Analysis of a Phobia in a Five-Year-Old Boy, *The Pelican Freud Library* (1977) (Vol. 8, pp. 169 - 306). Harmondsworth: Penguin.

Many would argue that this should be number one in the list, but just as many would argue that it has no place here at all. A fascinating read and bound to raise a chuckle.

8. Skinner, B. F. (1960). Pigeons in a Pelican. *American Psychologist*, 15, 28-37.

An excellent account of Skinner's attempt to interest the Pentagon in missiles flown by pigeons.

9. Haney, C., Banks, C., & Zimbardo, P. (1973). A study of prisoners and guards in a simulated prison. *Naval Research Reviews*, 30, 4-17.

Perhaps we should all turn our psychology departments into prisons.

10. Sperry, R. (1968). Hemisphere deconnection and unity in conscious awareness. *American Psychologist*, 23, 723-733.

Raises questions about what we mean by *mind* and what will happen to it if we split our brain in two.

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.

University of New Orleans

The University of New Orleans (UNO), the urban campus of the Louisiana State University System, welcomed its first class in 1958 on the shores of Lake Pontchartrain. UNO is a comprehensive metropolitan university providing essential support for the economic, educational, social, and cultural development of the greater New Orleans area. Today UNO has approximately 12,000 undergraduate students and 4,000 graduate students enrolled on either the main campus or one of several off-campus locations spread throughout the metropolitan area.

The Department of Psychology

The 20 faculty members in the Department of Psychology, located in the College of Sciences, offer our 500 undergraduate majors a BS or BA in psychology. They also advise our 40 graduate students in our doctoral programs in applied biopsychology and applied developmental psychology. Faculty in our department have achieved recognition in a wide range of areas in biological and developmental psychology, and represent the department on editorial boards, study sections, and convention committees. This is an especially exciting time in the department as Paul J. Frick will be joining us in the fall as Professor and Director of the Applied Developmental Psychology doctoral program. He will emphasize developmental psychopathology and will add several new graduate students and faculty. The department also staffs a psychology clinic, which is open to both the campus and the larger community. Undergraduate and graduate students can participate in the research and service activities in the department via independent study courses and field practica. The 1995 National Research Council ratings identified UNO as the only Department of Psychology in America to earn its maximum rating increase for quality.

Chair of the Department

Richard D. Olson joined UNO in 1970 and served as chair from 1974-1981. After serving as dean of the Graduate School and vice chancellor for Research and Development from 1982-1988, Olson became a University Research Professor in 1988 when he returned to the department to continue his research on the behavioral effects of the endogenous opiate system, especially the Tyr-MIF-1 family of peptides. He has served as chair since 1995.

Faculty

Full-Time

Carmen C. Canavier	Gayle A. Olson
Paul J. Frick	Richard D. Olson
Kevin W. Greve	Persephanie Silverthorn
Bruce M. King	Leighton E. Stamps
Gerald J. Lahoste	Matthew S. Stanford
Robert A. Lewis	Jocelyn Thomas
James G. May	Anthony L. Vaccarino
Jack H. McLean	Mary C. Williams
Gregory M. St. L. O'Brien	

Consulting Professors

Abba J. Kastin

Professors Emeriti

Anne L. Dean
S. Thomas Elder
Charles W. Hill
Suzanne D. Hill
Seth Kunen
Robert Porter Jr.

Undergraduate Program

Psychology is one of the most popular majors on campus with over 500 students in our program. In addition to regular courses, undergraduate students at UNO have many opportunities to earn academic credit while working individually with faculty members in research and psychological service settings. As a result, many of our undergraduates have appeared as co-authors with faculty and graduate students on articles published in leading scientific journals, and have presented their findings at scientific meetings across the country. Students who maintain a superior grade-point average may graduate with "honors in psychology" by completing a research thesis.

Contact Information

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Graduate Programs and Specializations

The department offers a PhD with specialization in applied developmental psychology and applied biopsychology. The goal of the program is to produce well-trained scientists who, depending upon career goals, are capable of teaching, conducting research, and providing professional service delivery. The program integrates research experience and course work with practicum experiences in applied settings. The major emphasis is on research, both in the classroom and in the laboratory. The applied aspect of the program comes from the practicum courses, which involve hands-on experience in a service-delivery setting.

Graduate Training

Applied Biopsychology

Applied biopsychology is an emerging area of psychology concerned with the application of biopsychology to problems of human behavior. Applied biopsychology as a discipline has grown out of a need for people who are thoroughly trained in the basic content areas of behavioral science and research methodology. In addition, the individual is provided with applied training enabling them to translate that basic knowledge into practical application.

Students with graduate training in applied biopsychology might, for example, be involved in research and service concerning the neuropsychological and psychophysiological evaluation of brain injured patients, or be involved in the behavioral and electrophysiological testing of sensory disturbances caused by diseases like multiple sclerosis. Others may develop and study animal models of human disease states in an attempt to understand neuropathology. Still others might collaborate in interdisciplinary research focused on understanding the physiological and psychological aspects of drug addiction or hormone disturbances. Training people with these types of applied skills requires not only course work and research, but also practical experience in a variety of applied settings.

Applied Developmental Psychology

Applied developmental psychology is an emerging discipline which focuses on the use of developmental theory and research to promote positive developmental outcomes in individuals, families, and communities. Students in the program are trained to contribute to all aspects of this endeavor. They are taught to conduct theory-driven research to advance our knowledge of developmental processes through a wide array of didactic courses and research practica. They are also trained on how to use this science-based knowledge for many practical applications to promote healthy behavioral, social, cognitive, emotional, and biological development in persons of all ages. These applications include developing and administering assessment procedures that measure important developmental processes or important contextual influences on these processes (e.g., family environment, teaching strategies, cultural standards), designing and implementing interventions that promote optimal development with a particular emphasis on the prevention of developmental disorders, and disseminating information that promotes healthy development to the public, to professionals, and to policy makers.

Within this training in applied developmental psychology, the UNO program has chosen a specialty focus in the area of developmental psychopathology. This framework recognizes the importance of applying our understanding of normal developmental processes to the study, the prevention, and the treatment of psychopathological conditions. By being firmly rooted in the developmental tradition, it acknowledges that any adequate understanding of normal and abnormal development must capture a complex interplay of biological, cognitive, social, and cultural factors. As such, faculty in this program, while all committed to a developmental perspective, bring varying expertise to the study and treatment of psychopathological disorders.

Research Areas

Faculty in the department of psychology conduct research on a wide range of topics, both in the department and in a number of interdisciplinary collaborations, especially with colleagues at the local medical schools and hospitals. Some examples are as follow:

- Developmental psychopathology, focusing on risk factors related to chronic and violent antisocial behavior in children and adolescents, and the role that sex differences play
- Cognitive assessment of brain-behavior relationships, emphasizing memory, problem-solving, and emotion processing
- The biological bases of feeding behavior and obesity
- Developmental assessments of childhood psychopathology
- Personality development
- Neurobiology of dopamine with emphasis on behavioral disorders
- Molecular genetics of ADHD and Parkinson's Disease
- Mathematical modeling of neural oscillators, especially the electrical activity of midbrain dopaminergic neurons
- Molecular basis of dopamine receptor supersensitivity and schizophrenia
- Visual perception, eye movements, human performance and virtual reality
- Behavioral effects of opiate peptides, especially in learning and memory and seizure disorder
- Legal and psychological aspects of divorce and the divorce process
- The neuropsychological and physiological substrates of impulsive aggressive behavior
- The clinical usefulness of anticonvulsants in the treatment of rage outbursts
- Neural and psychological organization of pain processes and modulation
- Developmental disorders and their interaction with substance abuse populations

Joint/Interdisciplinary Programs

New Orleans Veterans Administration Medical Center
 Louisiana Rehabilitation Institute
 National Biodynamics Laboratory
 Charity Hospital
 Touro Hospital
 LSU Medical Center Neuroscience Center of Excellence
 Tulane School of Medicine
 UNO Psychology Clinic



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APS Members In the News...

In recent weeks, the news media have featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic.

Richard Atkinson, Univ. of California, *The Washington Post*, June 21, 1999: Security review of nuclear information for the UC system

Kelly D. Brownell, Yale Univ., *Glamour*, August 1999: Yo-yo dieting

Carolyn Pape Cowan, Univ. of California-Berkeley, *The Washington Post*, July 12, 1999: Families and conflict

Philip Cowan, Univ. of California-Berkeley, *The Washington Post*, July 12, 1999: Families and conflict

Peter B. Crabb, Penn State Univ., *CBC Radio's Daybreak* (Montreal), July 14, 1999: Social psychological impact of email, voice mail and answering machines; *St. Paul Pioneer Press*, May 30, 1999; *Los Angeles Times*, July 5, 1999: Impact of caller ID

Mihaly Csikszentmihalyi, Univ. of Chicago, *The Washington Post*, July 6, 1999: Performance in sports

Bella DePaulo, Univ. of Virginia, *The Washington Post*, July 12, 1999: Lying

Paul Ekman, Univ. of California-San Francisco, *The Washington Post*, July 12, 1999: Lying

Ellen Frank, Univ. of Pittsburgh, *Reuters Health*, June 23, 1999: Behavioral therapy and bipolar disorder

John Gottman, Univ. of Washington, *Glamour*, August 1999: Long-term relationships

Robert E. Haskell, Univ. of New England, *Times Record*, (Brunswick, Maine), July 6, 1999: Conversation and hidden thoughts

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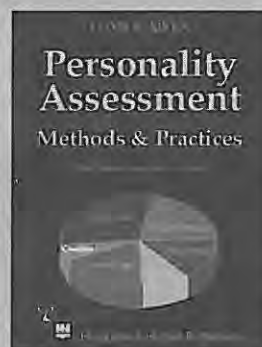
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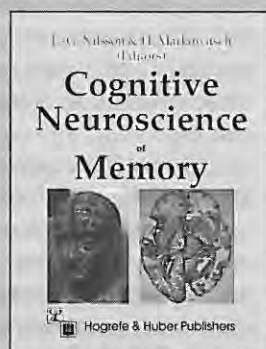
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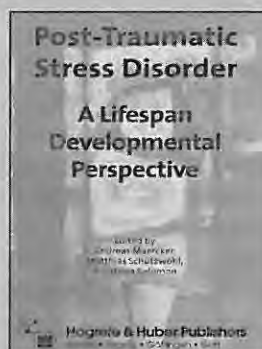
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NIJ FROM PAGE 8

funding, compared to 1994's \$23.5 million. In this same period of growth, the Institute's research and development portfolio almost doubled in size, both in terms of the number of awards made each year and in terms of the number of awards active during a given year.

"NIJ is a strong interdisciplinary funding agency and we welcome contributions and applications from all social science disciplines," said Visher. "People may have the view that we do only applied research but we have a very balanced portfolio of applied and basic research that Congress has instructed us to maintain. We look for research that has broad application to policy concerns and a lot of basic research fits this bill. It just requires a little bit of thought as to what your specific research project can offer, either initially or in the long term, to people who are working on these issues every day."

For example, the 1998 NIJ research portfolio includes a number of psychologist-led projects including awards for the following.

- "Youth groups and gangs in Europe," led by APS Charter Member and Fellow Malcolm Klein, supports a multinational workshop on coordinated approaches to street-gang research in Europe.
- "Evaluation of the Harris County (Texas) sheriff's department 'New choices' program," led by APS Charter Member Joseph Carbonari, evaluates the New Choices program to determine its impact on clients.
- "Evaluation of a coordinated community response to domestic violence," led by APS Member Stan Orchowsky, assesses the effectiveness of the Alexandria, VA, Domestic Violence Intervention Project, which combines a mandatory arrest policy with a no-drop prosecution strategy, court-mandated treatment for batterers, and services for battered women.
- "Family and community violence: Experiences of adolescents," led by APS Member Susan B. Sorenson, studies the relationship between exposure to family violence and subsequent violence-related attitudes, victimization, and perpetration in an ethnically diverse sample of adolescents living in the Los Angeles area.
- "Building effective strategies for community policing," led by APS Charter Member and Fellow Raymond Hunt supports the collaboration between a university team and the Buffalo Police Department to help define, clarify, develop, and deploy a vision and strategy for community policing.
- "Computerization and validation of an inventory to assess adult and juvenile sex offenders," led by APS Charter Member Raymond Knight, continues the development of diagnostic instruments and offender typologies, including the Multidimensional Assessment of Sex and Aggression, for both adult and juvenile offenders.

Family Violence Research Portfolio Grows

The passage of the 1994 Crime Act helped the Office of Research and Evaluation expand a number of programs and develop funding partnerships with other funding agencies and institutions. Specifically,

it supported an interagency initiative examining the causes, treatment, and prevention of violence against women and within the family. This research is sponsored by NIJ and several other Health and Human Services agencies and is currently funded at more than \$5 million a year.

This initiative has grown into the Violence Against Women and Family Violence (VAWFV) program, which provides new funds for research, fellowships and NIJ-funded grant awards to estimate the scope of problem, identify its causes and consequences, and evaluate promising prevention and intervention programs.

The VAWFV program addresses its objectives primarily through three activities: an NIJ and Centers for Disease Control and Prevention (CDC) Joint Program; NIJ and Violence Against Women Grants Office Program; and an Interagency Consortium that includes, among other agencies, the NIH Office of Behavioral and Social Sciences Research, the National

Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism, the National Institute on Aging, and the National Institute of Mental Health.

"Psychological research is very important to this program. When we look for new staff, the words 'behavioral science' are always among the words we use," said Bernard Auchter, VAWFV senior program manager. "In this program, we focus on topics like understanding the developmental issues related to spousal assault and family violence as well as basic data collection on the prevalence and incidence of the problem. With those as our concerns, we naturally have to connect to the behavioral sciences and not focus exclusively on criminal justice or case processing, for example."

The VAWFV initiative funds APS Members Lynda A. King and Daniel W. King, of Boston University. Their project, "Male-perpetuated domestic violence: Testing a series of multifactorial family models," seeks to gain a better understanding of factors associated with male-perpetuated domestic violence, partner's mental health, and child distress using data from the National Vietnam Veterans Readjustment Study.

"We have used this database for prior studies of the etiology of post-traumatic stress disorder (PTSD) among Vietnam veterans and we are now focusing on the role of trauma and PTSD in accounting for marital problems, family violence, and the ultimate impact on women and children," said Daniel King, who notes that this is their first experience with NIJ funding. "The Institute has a special emphasis on research with potential policy implications for the criminal justice system and seems very dedicated to the practical implications of research findings. Researchers who can clearly see their work as having implications for criminal justice policy and practice, especially within a larger systems context—perhaps in terms of program development or community interventions—might find NIJ a receptive agency for support."



Daniel and Lynda King have conducted research funded by NIJ and have found the institute dedicated to the practical implications of research findings.

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

Emphasis on Scientific Quality

APS Member Gary Gottfredson has had a lot of experience working with NIJ.

"With the help of a grant from NIJ, I am pursuing research on what schools do to prevent problem behaviors such as delinquency, drug use, and fighting, and to promote a safe and orderly environment," he said. "In the past, NIJ has sponsored my research on the influence of drug availability on drug use among secondary school students and research on performance measurement in an experimental correctional program."

Gottfredson said that NIJ places emphasis on research that is of high scientific quality and of practical value in preventing or responding to crime or in promoting justice in practical application.

"Each research proposal is reviewed by a panel composed of scientists with a track record of accomplishment in research in the area, and of criminal justice practitioners who are working in the area about which the research will provide knowledge," he said. "The scientists write the consensus reviews, but the practitioners have a big say."

He added that NIJ is also concerned about communicating the results of the research to the criminal justice community.

"The institute takes this job very seriously and does an excellent job," said Gottfredson. "The clear focus of NIJ on justice issues leads to research on the influence of public policy on the number of people incarcerated, public perceptions of safety, ways to improve the effectiveness of policing and to reduce police corruption, judicial decision making, and related topics. Although NSF or NIH might fund research in these areas from time to time, it is my perception that NIJ is at the center of advancing science and practice on topics like this."

Visher encourages psychology researchers to contact the NIJ staff if they are interested in this kind of research or are looking for funding for current research that falls under the criminal justice/crime prevention heading.

"Make contact with our staff and talk to us about your ideas so you can get a sense as to where we would be a good fit," she said. "It may open some doors to you that you may not have been aware of."

For more information on NIJ or any of the programs mentioned in this story, check out the NIJ website at www.ojp.usdoj.gov/nij/ and the VAWFV site at www.ojp.usdoj.gov/nij/vawprog/welcome.html.

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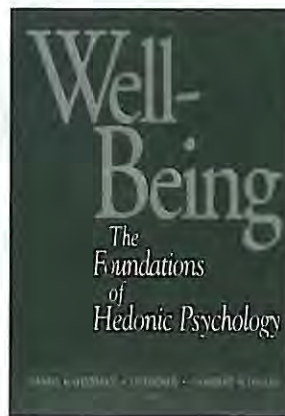
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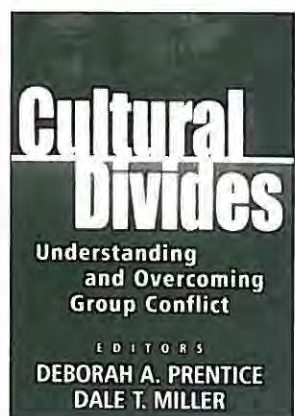
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The Student Notebook

Kymerley K. Bennett ♦ Editor

Teaching Experience as a Student: An Attainable Goal

Dan Richard &
Suzanne Altobello Nasco

Teaching others can be an exciting and rewarding experience for all who are involved. Having practical teaching experience is one of the main factors that influences hiring decisions for academic positions. Job candidates, especially those who are just beginning their careers, who have interesting research but fail to demonstrate competency in presenting ideas to a diverse audience, may fail to reach the idealized standard of the academician, that many hiring programs in psychology hold. Teaching experience is a benefit to almost any curriculum vitae. Many students, however, do not receive the full benefits of the numerous teaching opportunities available to them during the pursuit of their undergraduate and graduate degrees.

Undergraduate Opportunities

Although most of the opportunities for gaining advanced teaching experience are available to graduate students, undergraduate students can acquire several basic skills that can foster the development of more complex teaching skills. Serving as a tutor, for example, can provide valuable experience in dealing with students' occasionally unpredictable questions in a personal and meaningful way. Learning centers or school-funded tutoring programs may be able to provide contact with students who are in need of instructional assistance.

Some colleges and universities also offer teaching assistant positions or courses for undergraduate students. These teacher-assistant programs often are available to students who perform well in a course. Occasionally, the duties and activities of the position can be negotiated with the instructor and can range from experience with grading exams, to possibly giving a

guest lecture or organizing a class activity.

Graduate Student Teaching

In addition to the preparatory teaching activities available to undergraduate students, graduate students frequently enjoy additional teaching opportunities. Teaching assistant duties often are incorporated into departmental stipends and graduate assistantships. Graduate students can offer to manage extra duties, obtain additional lecturing experience, and have more direct contact with students in a professional role.

Professors may allow graduate students who have some teaching experience to lecture up to half of a course, or to take responsibility for an accompanying lab. Many graduate students are allowed, if not required, to take full responsibility for such courses as Introductory Psychology. The additional lecturing duties and responsibilities allow the student to gain invaluable experience with setting the pace of lectures and with preparing test materials.

Teaching a course may make the student eligible for certain student teacher awards, which can look quite impressive on a vitae. The graduate student may also find teaching opportunities at local community colleges which will often provide monetary compensation, as well as experience in dealing with the administrative duties of teaching.

Student Teaching Tips

Jennifer Higa, a PhD graduate of Washington State University and recently hired Assistant Professor at Texas Christian University in Fort Worth, provided several tips for beginning instructors. First, she notes that, the more times you teach a course, the better you will become at teaching it. Writing lectures and presenting course topic information, like any skill, becomes better with practice. Second, one should attempt to teach in a variety of settings.

Different sized classes require different styles of instruction. Attitudes and motivation of students can vary at different universities or in different classes at the same university. Experience in many different settings can promote flexibility and awareness in one's teaching ability. The student instructor also should try different teaching styles. Experiencing the benefits and pitfalls of different styles of teaching can help the instructor learn which style is most suited to them and which style could be used in certain situations.

Finally, one should use other instructors as a resource. Consultation and discussion with other instructors can help the beginning teacher anticipate common problems, learn to deal with difficult students, and take different approaches to complex course materials. In general, the best teacher is one who never stops learning how to teach. ♦

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The APS Student Caucus (APSSC): Looking Forward to the Year 2000

Dan Richard
APSSC President

The APSSC, under the direction of our Past President, Kim MacLin, made considerable advances over the past year in the promotion of student activities. We had the largest response ever to the various awards and programs available to student members of APS.

The interest and participation in the activities at the 1999 APS Conference in Denver served as an unexpected encouragement to the APSSC Executive Committee. I would like to take this opportunity to thank the outgoing officers for their excellent work over the past year, and to thank the students whose participation and interest serve as impetus to the activity of the APSSC.

Upon looking forward to this year's APSSC activities, one can only have a sense of excitement and anticipation for the opportunities that can be made available to students interested in psychological science. Student affiliates now make up approximately *one-third* of all APS membership. Serving such a large and diverse constituency can be challenging; however, by drawing upon the experience and effort of past officers, the current APSSC is ready for the challenge.

The APSSC has several goals for the upcoming year, each targeted at increasing the accessibility of existing student services, as well as increasing opportunities for providing new ways for students to become involved. The APSSC web site ([http://](http://psych.hanover.edu/APS/APSSC/apssc.html)

[/psych.hanover.edu/APS/APSSC/apssc.html](http://psych.hanover.edu/APS/APSSC/apssc.html)) is in the process of receiving a face-lift and soon will provide students with "point-and-click" access to many of our special programs. This year's awards for Research on Socially and Economically Underrepresented Populations (RSE-UP) expands its inclusion criteria beyond that of the committee it serves to replace (the Ethnic Minority Concerns Committee, EMCC). RSE-UP awards will be considered concomitantly with the Student Research Competition so that students need only send in one set of materials.

The APSSC has several new opportunities for students to become involved. First, let me announce the appointment of Danny Oppenheimer (Rice University) as the new Undergraduate Advocate. Danny has many provocative ideas about how to increase the involvement of students, and the APSSC is looking forward to expanding our reach to undergraduates.

The APSSC also would like to announce the formation of a special committee to implement ideas developed on the Bookstore Project, an effort to make psychological science available to the lay public. The chair of this committee will be announced in the near future and likely will be looking for student volunteers. Students may also want to consider submitting articles for the *Student Notebook*. Students with ideas for articles that might be of interest to other students in psychology should contact the Notebook Editor, Kymberley Bennett (kym@scs.unr.edu). ♦

The APSSC Website

Visit the APSSC online at:

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

The APSSC website is amidst a face lift! We are proud to have already added a response page where student affiliates can contact APSSC members directly with suggestions and questions. In the upcoming months, we will be adding a truly interactive page where student affiliates can post messages to a bulletin board. This bulletin board will allow you to search through archives of previously posted messages, or post a new message of your own. Visit our site today and let us know what you think!

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BOARD FROM PAGE 1

will look back on it as nothing less than a watershed event for our science and its relevance in the real world.”

Bjork also touched on the importance of APS's involvement in the Human Capital Initiative (HCI). “APS's leadership in the HCI initiative was very important and I think APS should continue to speak for the behavioral sciences in congress and elsewhere.”

An APS Charter Member and Fellow, Bjork received his PhD in Psychology from Stanford University and is currently a professor at UCLA, having previously taught at the University of Michigan. His research focuses on how humans learn and remember, and on the implications of that research for training and instruction.

He is editor of *Psychological Review*, and he earlier edited *Memory & Cognition*. His other national responsibilities include chairing a National Research Council Committee on Techniques to Enhance Human Performance (1988-1994), chairing the Society of Experimental Psychologists (1991), and serving on the Board of Scientific Affairs of the American Psychological Association (1984-85), and the Board of Governors of the Psychonomic Society (1994-2000). He is past president of the Western Psychological Association and the current chair of the governing board of the Psychonomic Society.

Interdisciplinarily Speaking

APS Charter Member and Fellow Eugene Borgida is delighted about joining the APS Board.

“As a Charter Member and Fellow of APS, I have a long-standing commitment to the ways in which APS has advanced the psychological science ‘ball’ over the years,” he said. “The March 1999 issue of the *APS Observer* highlighted interdisciplinarity in psychological science. As someone whose research interests have been at the intersection of social psychology, law, and politics for 25 years, I believe that I will be a strong and outspoken advocate for interdisciplinarity on the Board. I think it's important to make a case



Bjork

for that kind of work because you need to articulate what that work is about, why it is important, where it is going, and why it should be supported. This would increase the likelihood that that work will have impact and will inform policy makers and federal agencies that what is going on in psychology is important.”

Borgida, who holds appointments in psychology, law, and political science at the University of Minnesota, is a 1976 PhD in social psychology from the University of Michigan. He has considerable editorial experience and has served as department chair and as associate dean for research and planning of Minnesota's large liberal arts college. He has won both the College of Liberal Arts Distinguished Teacher Award and the University of Minnesota's system-wide Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. His research in social cognition and political psychology has brought such honors as the Gordon Allport Inter-group Relations Prize and the Heinz Eulau Award from the American Political Science Association.



Borgida

Borgida believes that he will bring to the Board a pragmatic approach to thinking about the ways in which APS can continue its leadership role in fostering interdisciplinary research, education, and policy initiatives. Borgida also would like to see APS push hard to ensure that psychology gets its fair share of expanding research funding opportunities.

Protecting the Health of Science

APS Charter Fellow Rochel Gelman will join Borgida as the other new addition to the APS Board.

“I see joining the Board as an important way to continue my longtime involvement in organizations that work to protect the health of psychology as a science, its foundation, and its appropriate applications,” she said.

“There are a variety of ways I have done this,” she told the *Observer*. “I have served on a variety of national and international committees, including ones concerned with grant review, federal research direction and funding, mathematical and scientific literacy, mu-

seum learning and early childhood education.”

Gelman, like Borgida, also has concerns with advancing the core of psychological science, which she says goes across many fields within psychology, while at the same time fostering interdisciplinary efforts.

Gelman received her PhD from UCLA in 1967. She studies cognitive development and conceptual change. She was recently named a Fellow of the American Academy of Arts and Sciences and is a member of the Society of Experimental Psychology, Society for Research and Child Development, and the Cognitive Science Society. She also is an APS William James Fellow, an APA Fellow, and has received Early Career and Distinguished Scientific Contribution awards from APA.

“I am pleased that the APS Membership thought it appropriate for me to serve in this capacity,” she said.

Treasurer

For more than a decade, Paul W. Thayer steered the financial development and solvency of APS from its first budget to the financially stable organization it is today. After a decade of service to APS, Thayer stepped down as treasurer, handing the reins over to Roberta Klatzky, an APS Charter Member and Fellow.

Klatzky received her undergraduate degree in mathematics at Michigan, and went on to Stanford to study cognitive psychology. After 21 years on the faculty of the University of California-Santa Barbara, she went to CMU, where she is currently a professor and head of the Psychology Department. She is also on the faculty of the Human-Computer Interaction Institute at CMU and the



Gelman



Klatzky

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joint CMU/University of Pittsburgh Center for the Neural Basis of Cognition. Her financial background stems from her experiences as department head and from service to other professional groups, such as on the publications board of the Psychonomic Society, where she served with current APS President Elizabeth D. Capaldi.

"I am very confident in the leadership of APS," Klatzky told the *Observer*. "It will be a pleasure to work with the Board members on behalf of the society."

While in office, Klatzky hopes to contribute to developing and maintaining the financial health of APS. "I am also interested in seeing APS perpetuate its initial goal, which was to provide a strong representation of the scientific side of psychology," she said. "I think APS is doing this well and I would like to see this continue."

Klatzky also has an interest in APS's journals. She would like to learn more about how the journals function and what is planned in the future for them.

Klatzky's principal research interests span perception and cognition. They include spa-

tial cognition and haptic (touch) perception. She has a long-standing interest in applications of these areas, and with her longtime collaborators Susan Lederman and Jack Loomis, she has found her work being applied in robotics and navigation aids for the blind.

"I am very honored to be appointed treasurer and am looking forward to working with the Board," she said.

The Applied Arena

Purdue University's Stephen Tiffany has taken over the position of secretary from Yale University's Mahzarin Banaji.

Tiffany, whose research interests include addictive behavior, psychopharmacology, and health psychology, says he is enthusiastic about his new responsibilities.

While in his position, there are a few things Tiffany would like to pursue.

"One thing that is important to me in my research is combining basic research with applied research. That is, bringing the best, the most recent, the most contemporary ideas from basic research into the applied arena. And if there were anything I could do to facilitate that, I would work toward that. Further, if there is any organization that is per-

fectly positioned to support that, it would certainly be APS," he said.

Tiffany said that the annual meetings APS sponsors are a good opportunity to bring basic and applied researchers together.

"It is important to get basic researchers to interact more with applied researchers and vice versa in things as simple as just talking about what is going on in the laboratory and what implications it might have for applied issues, as well as getting applied researchers to talk to basic researchers and say, 'now this is what the human condition actually looks like in the real world,' or 'of the models you develop in your lab, what sorts of relevance do they have for that?'" he said.

Tiffany received his PhD in 1984 from the University of Wisconsin-Madison.

Kristen Bourke



Tiffany

TIPS FROM PAGE 11

number of case studies where people had their cerebral cortex surgically cut into two.

- Asch (1955) and Sherif (1956): the Asch study is a controlled laboratory investigation of social compliance and the Sherif study is a field experiment.

Do the Studies Illuminate the Lives of a Wide Range of People?

A good starting point here is George Miller's argument about giving psychology away made in his 1969 APA Presidential Address. If we are to convince students that psychology is worth giving away, then it must demonstrably speak to them as individuals. Everyone who studies psychology should be able to find something in this rich, fascinating and diverse discipline which excites them, intrigues them, and leads to an *I wonder what if...?* kind of response. We try and choose our key studies to explore issues of human diversity and so deal with the ongoing problem of ethnocentrism in the subject.

Finding Good Original Sources

The most obvious way of finding good sources is to look through books of readings,

talk to your colleagues, and ask students what interests them. Strangely enough, we can't seem to remember doing any of this so it is our belief that some studies have just become magically more visible to us in the relief map of psychology. They have touched us in such a way that we felt we had to go to the library to get a copy. Maybe that is the way to select studies, and this approach would fit with our belief that the enthusiasm and interest of the teacher is an important ingredient of any successful lesson.

Tips for Teaching with Original Sources

Introduce them and Put them in a Context

In one of our typical *key studies teaching sessions*, we look at two related papers which bear on a particular theme or topic. Before we look at the papers themselves we give a brief introduction that puts the work into an appropriate context. For example, we might contextualize Milgram within the questions raised about human behavior following the horrors of the Second World War. Other studies have a more obviously scientific context that develops out of previous research.

Explore the Relevant Research Questions

Discussion of the papers typically begins with some work on the relevant research questions: what are they and where did they come from?

Decide what you want Students to Attend to and Learn

Think about what it is you want your students to learn by reading each original source. For us, the class is constructed around the following set of questions for each research paper:

- How was the research question examined?
- What methods were used and why?
- What were the measurement tools?
- What participants were used?
- What data were collected?
- What interpretations were made of the findings?
- How did the researchers deal with quality control issues (ethics, validity, reliability and so forth)?
- What efforts have been made to replicate the study and to what effect?
- Where has this line of research gone since this study was conducted?

CONTINUED ON NEXT PAGE

People

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Conclusion

In the end, there always seem to be too many studies that cry out to be included in our courses. It is important, though, to be ruthless and restrict their number so that students can consider them in some detail. It is our opinion that one of the most common teaching mistakes is to give students too much information, and in so doing, inhibit their understanding and evaluation of any of it. The key studies approach hopefully avoids this problem, and with a careful choice of studies, it can excite and motivate your students. The box on page 11 presents our Top Ten of Teaching Studies, though we are sure readers will have their own favorites. The reader may want to try Banyard and Grayson, 1996, which provides readable summaries of 60 key papers in psychology, emphasizing what was done and concluded. It is designed to enable students to tackle the articles in their original form.

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Our goal is that students develop critical reading skills. These skills include analysis of the key issues in an original source, evaluation

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Psychonomic Bulletin & Review

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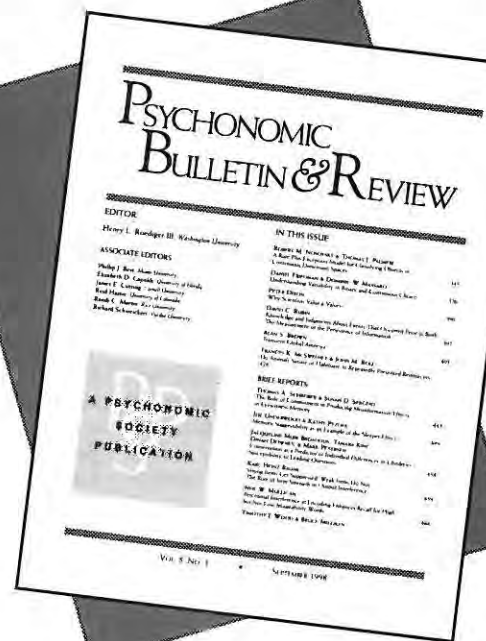
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Thomas R. Zentall, *University of Kentucky*



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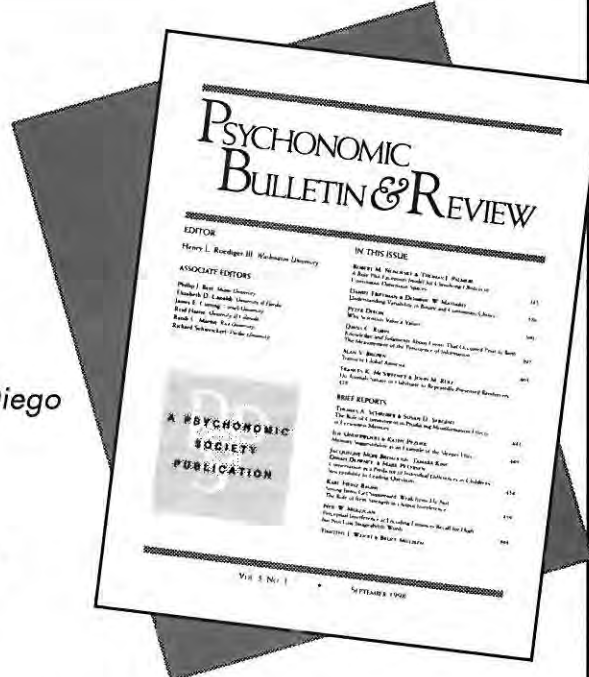
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Announcements

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The American Foundation for Suicide Prevention (AFSP) has announced new grants available for suicide research designed to encourage and develop the careers of young investigators interested in understanding and preventing suicide. Research Grants for up to \$60,000 over two years will be supplemented by \$5,000 a year to be given to a mentor, when the primary applicant is at the level of Assistant Professor or lower. Senior investigators can apply for the same grant without a mentor and accompanying grant supplement. Contact: 888-333-AFSP.

The American Philosophical Society announces its research programs. All information, and forms, for all of the Society's programs can be downloaded from our website, <http://www.amphilsoc.org>. Click on "research grants" on the homepage. Grants are for research only. Eligibility Applicants may be residents of the United States, American citizens on the staff of foreign institutions, or foreign nationals resident abroad, whose research can only be carried out in the United States. Grants are made to individuals; institutions are not eligible to apply. Specific requirements are given under each listing. Contact: tel.: 215-440-3429; Committee on Research, American Philosophical Society, 104 South 5th Street, Philadelphia, PA 19106; email: eroach@amphilsoc.org.

CALL FOR PAPERS

The International Academy for Intercultural Research is inviting submissions for its 2001 conference to be held April 20-22, 2001 in Oxford,

Mississippi, USA. Theme: International Perspectives on Race, Ethnicity, and Intercultural Relations. Submission Deadline: October 1, 1999. For submission specifications or inquiries, contact Dan Landis, Center for Applied Research and Evaluation, University of Mississippi, University, MS 38677; landisd@watervalley.net; www.watervalley.net/users/academy/default.html

The Departments of Psychology in the Universities in Israel, in conjunction with the Israeli Psychological Association, will be hosting an **International Conference on Psychology** at the University of Haifa, from June 12-14, 2000. The Conference theme is "Psychology After The Year 2000." The Conference will be open to all interested scientists, professionals, and students. **Deadline for submission of Abstracts: November 15, 1999.** Notification of acceptance of presentations: February 1, 2000. Contact: email: conferen@psy.haifa.ac.il; Psychology Conference, c/o Comtec, P.O.Box 68, Tel Aviv 61000, Israel.

The Mensa Education and Research Foundation Limited, in conjunction with **Mensa International Limited**, announces the 1999-2000 Awards for Excellence in Research. These awards recognize excellence in scholarship and science. Four to five \$500 awards are given to **Senior Investigators**, who are active researchers, who have received their doctorates more than five years ago. In addition, four to five \$500 awards go to **Junior Investigators**, who may be graduate students, researchers who earned their doctorates in the last five years, those who earned degrees in other fields but entered their present fields within the last five years, or those who received their doctorates more than five years

ago but recently returned to research after prolonged absences because of such reasons as family responsibilities, military service, or illness. Papers may cover any aspect of intelligence or intellectual giftedness. Examples would include, but are not limited to, papers from the fields of education, psychology, sociology, neurology, physiology, biochemistry, or psychometrics. Submissions may include the following: reports of original research findings, theoretical papers proposing new directions in research, methodological critiques of current research. Send five copies of each submission, along with your name and address, by Dec. 31, 1999. Send submissions along with your email address to: Awards for Excellence in Research, American Mensa Ltd., 1229 Corporate Drive West, Arlington, TX 76006.

JOURNALS

Announcing a special topics issue of *The Journal of General Psychology* devoted to Humor and Laughter. Authors are advised to consult "Instructions to Authors" that appear in each issue. But briefly, manuscripts should adhere to APA format, with everything double-spaced. Author identification notes should appear on a separate page and include a complete mailing address. Authors *The Journal of General Psychology* publishes research reflecting various methodological approaches, in all areas of experimental psychology, other theoretical investigations. Preference is given to manuscripts that establish functional relationships or contribute to the development of new theoretical insights or practical applications. Postmark submission deadline is March 1, 2000. Manuscripts should be mailed to: Diana Mahony, Department of Psychology, BYU-Hawaii, 55-220 Kulanui Street, Laie, Hawaii 96762.

SRCD Executive Branch Policy Fellowships in Child Development 2000-01

The Society for Research in Child Development (SRCD) is accepting applications for Fellowship positions in the Executive Branch of the Federal government. We're seeking candidates who want to have an impact on the way child development research informs public policy. These Fellowships are an exciting opportunity to come to Washington and use your research skills outside the academic setting. Past Fellows report that their experience strengthened their academic credentials in policy-relevant research and for some, opened doors to varied research-based career opportunities outside academia. Fellows make invaluable contributions by communicating research findings to the policy community. In addition, they gain a broad perspective on federal science policy as well as discipline-relevant knowledge in many new areas.

PROGRAM AND CRITERIA: The SRCD Executive Branch Policy Fellowship Program is designed to provide greater interaction between the developmental research community and federal research programs and policies. Following a two-week science policy orientation program at the American Association for the Advancement of Science (AAAS), Fellows spend a year working as resident scholars in a federal agency that sponsors developmental research, providing advice and guidance to programs. The SRCD Washington Office is available as a resource for the Fellows throughout the year. Applicants must have a doctoral-level degree, must demonstrate exceptional competence in an area of child development research, and must be a member of SRCD. PhDs, MDs, EdDs, and DSWs are encouraged to apply.

AWARDS: Fellowship candidates will be selected by the SRCD Committee on Child Development, Public Policy, and Public Information and forwarded to participating agencies for final selection. Upon selection of a Fellow or Fellows, the agency will enter into an Intergovernmental Personnel Act (IPA) agreement directly with the Fellow's home institution for the Fellow's services. An IPA is a mechanism by which academic researchers take leave to work in federal government. **Candidates are required to be IPA eligible.** The stipend, paid by the agency, is \$45,000-65,000 toward the Fellow's salary, depending on experience. In most cases, the Fellow's home institution will be expected to provide some additional funds. SRCD will provide each Fellow with an allowance for moving expenses and professional travel. Fellowship awards are contingent on availability of federal funds.

APPLICATION AND SELECTION: Applicants must submit a 500-word statement of interest, a current c.v., and three letters of recommendation. If you wish, you may indicate your agency preference. In addition, all applicants should submit a statement from their institution certifying their eligibility to be funded under an IPA agreement. (For further information on IPA's, please contact the SRCD Washington office.) Application deadline is December 15, 1999. Selections will be made by March, and the Fellowships will begin September 1, 2000 (or sooner, depending on individual arrangements made by the agencies and Fellow). Send applications to: SRCD Washington Office, Attn: Sarah Brookhart, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907. For further information, please call 202-783-2320 or email sarahb@aps.washington.dc.us.

Meeting Calendar

September

Fifth International Summer School on Behavioral Neurogenetics

Bordeaux, France
September 12-17, 1999
Contact: gstress@bordeaux.inserm.fr

The Parahippocampal Region: Basic Science and Clinical Implications

Baltimore, Maryland
September 23-26, 1999
Contact: tel.: 212.838.0230 ext. 324;
email: conference@nyas.org;
<http://www.nyas.org>

Human Factors and Ergonomics Society

Houston, Texas
September 27-October 1, 1999
Contact: <http://www.hfes.org>

The Alliance for Children and Families

Orlando, Florida
September 29-October 2, 1999
Contact: tel.: 414-359-1040; 800-221-3726; fax: 414-359-1074; <http://www.alliance1.org/>

October

Mid-Atlantic Teaching of Psychology Conference

Largo, Maryland
October 1, 1999
Contact: Robin Hailstorks, tel.: 301-322-0539, or Diane Finley; email: dfinley@nova.umuc.edu

The National Depressive and Manic-Depressive Association (National DMDA) Annual Conference

Houston, Texas
October 1-3, 1999
Contact: 800-826-3632

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Houston, Texas
October 1-3, 1999
Contact: 800-826-3632

46th 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; <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; tel.: 317-684-2120

The Association for Moral Education

Minneapolis, Minnesota
November 18-20, 1999
Contact: Darcia Narvaez, email: 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

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; <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@spsych.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; <http://www.amainc.com>

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; <http://www.psychosomatic.org>

10th Annual Rotman Research Institute Conference

Toronto, Ontario
March 20-24, 2000
Contact: tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: conference@rotman-baycrest.on.ca; <http://www.rotman-baycrest.on.ca/conf.htm>

April 2000

The 2000 SIOP Annual Conference

New Orleans, Louisiana
April 14 -16, 2000
Contact: SIOP, PO Box 87, Bowling Green, OH 43402-0087; email: Lhaket@siop.bgsu.edu

June 2000

American Psychological Society

Miami, Florida
June 8-11, 2000
Contact: Erika Davis, email: edavis@aps.washington.dc.us; <http://www.psychologicalscience.org>; tel.: 202-783-2077; fax: 202-783-2083

International Conference on Psychology "Psychology After the Year 2000"

Haifa, Israel
June 12-14, 2000
Contact: c/o Comtec, P.O.Box 68, Tel-Aviv 61000, Israel, Phone: 972-3-5666166, Fax: 972-3-5666177; email: conferen@psy.haifa.ac.il; <http://psy.haifa.ac.il/conference>

Head Start's Fifth National Research Conference

Washington, DC
June 28-July 1, 2000
Contact: Faith Lamb-Parker, email: flp1@columbia.edu; <http://www.acf.dhhs.gov/programs/hsb> or <http://cpmcnet.columbia.edu/dept/sph/popfam.headstartconf.html>

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

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Employment Bulletin ♦ September 1999

NATIONAL

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

ALABAMA

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, DEPARTMENT OF PSYCHOLOGY, is seeking applicants for two tenure-track Assistant Professor positions, beginning January or August, 2000. Applicants should have teaching and research interests in a subset of the following areas: cognition, learning, personality, abnormal, individual differences, and applied or clinical psychology. Applicants with strengths in statistics and experimental methodology are especially encouraged to apply. Teaching expectations include introductory psychology, statistics, and courses in the candidate's specialty area. Applicants are expected to have a Ph.D. in psychology, a strong commitment to teaching and to supervising student research, and a willingness to develop programmatic research or a clinical practice. The relatively young, small department (6 faculty) has a developing M.A. program and can provide research facilities. UAH thrives in a cultural community with high technological development and a reasonable cost of living. Applicants should submit 1) academic vita; 2) statements of teaching interests, research interests, and minimum laboratory needs; 3) reprints or preprints; 4) all transcripts; and 5) three letters of reference. Send these materials to: Robert E. James, Chair, Department of Psychology, The University of Alabama in Huntsville, Huntsville, AL 35899. Review of applications will begin immediately and continue until the positions are filled. *An Equal Opportunity/Affirmative Action Employer.* ALI

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 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

PSYCHOLOGY, POLICY AND LAW, THE UNIVERSITY OF ARIZONA. The Psychology Department of the University of Arizona invites applicants for a tenure-track Assistant Professorship in Psychology, Policy and Law, effective fall 2000, pending final approval by the University. The primary criteria for appointment are potential for excellence in research and teaching in basic areas of the psychology, policy and law interface. Special consideration will be given to applicants in forensic psychology, but applicants in any area of the interface are encouraged to apply. The search committee will be particularly looking for evidence of potential to make truly significant contributions to the field. Interested candidates should send vitae, statement about research and teaching interests, and reprints or preprints to Bruce Sales, Chair of the Psychology, Policy and Law Search Committee, Department of Psychology, The 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 application materials begins October 15, 1999 and will continue until position is filled. *The University of Arizona is an EEO/AA employer-M/W/D/V.* AZ2

CALIFORNIA

CALIFORNIA STATE UNIVERSITY, LONG BEACH Department of Psychology invites applications for two tenure-track, positions beginning Fall 2000. **Assistant Professor Clinical Research** to teach a variety of undergraduate and graduate courses in clinical psychology.

Teach research methods, statistics, and introductory psychology. Supervise students in research activities including undergraduate projects and master's theses. Engage in scholarly activity leading to publication. Participate in service to department, university, and community. **MINIMUM QUALIFICATIONS:** Ph.D. (by time of appointment) in Psychology with a specialization in clinical research. An individual who subscribes to the scientist-practitioner model who will develop and maintain an active program of research. Evidence of effective teaching at the college level and scholarship leading to publication. Ability to communicate effectively with an ethnically and culturally diverse campus community. Potential for service to department, university, and community. **DESIRED/PREFERRED QUALIFICATIONS:** An experienced instructor with a commitment to excellence in teaching undergraduates. Ability to engage undergraduate and graduate students in research activities. Experience in working in learning communities. Experience in school and community settings. Potential to develop a program of service to the local community that includes supervising undergraduate and graduate students in service learning opportunities. A background in working with a variety of clinical populations. Interest in developing additional courses in clinical psychology. **Assistant Professor Industrial/Organizational Psychology** to teach courses in our MA Program in Industrial/Organizational Psychology including courses in Organizational Psychology, Organization Development, Research Methods; engage in scholarly activity leading to publication; supervise thesis and practicum students and teach related undergraduate courses; establish and maintain ties to organizational community; participate in service to department, university, and community. **MINIMUM QUALIFICATIONS:** Ph.D. (by time of appointment) in Psychology or related field specializing in Industrial/Organizational Psychology. Evidence of effective teaching at the college level and scholarship leading to publication. Commitment to the continuing development of a rigorous academic MA program in IO Psychology. Experience working with organizations. Ability to communicate effectively with an ethnically and culturally diverse campus community. Experience/Expertise in diversity and gender issues. Potential for service to department, univer-

sity, and community. **DESIRED/PREFERRED QUALIFICATIONS:** Ability to teach graduate courses in Industrial/Organizational Psychology. Experience/Expertise in individual or team decision-making. Ability to establish and maintain ties to organizational community. Interest in international issues. **REQUIRED DOCUMENTATION:** Letter of application which is responsive to the minimum and desired qualifications; curriculum vitae; three letters of recommendation; transcript from institution awarding the Ph.D.; reprints or preprints of papers published or presented; teaching portfolio including teaching statement, course syllabi, and teaching evaluation summaries. **POSITION OPEN UNTIL FILLED** (or recruitment canceled). Review of applications to begin December 8, 1999. Applications, required documentation, and/or requests for information should be addressed to: Clinical Research Search Committee or Industrial/Organizational Search Committee, Department of Psychology California State University, Long Beach 1250 Bellflower Boulevard Long Beach, CA 90840-0901. *CSULB is an Equal Opportunity Employer committed to excellence through diversity and takes pride in its multicultural environment. An EEO/AA/Title IX employer.* CA2

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, health, 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

See Subject Index and the index instructions on page 48.

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 Cluster of Colleges, which also includes 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. 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 affirmative action, equal opportunity employer. CA3*

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.soesci.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. CA4*

COGNITIVE or COGNITIVE-QUANTITATIVE PSYCHOLOGY, POSITION #536. The Department of Psychology at the UNIVERSITY OF CALIFORNIA, SANTA CRUZ, invites applications for a tenure-track assistant professor position specializing in human memory with links to perception or higher-order cognition.

Ability to teach statistics is desirable. We are looking for persons capable of teaching both graduate and undergraduate level courses who also are actively engaged in research and show promise of continued research productivity. We seek to hire an individual whose strengths best complement the distinctive character of our program. Beginning salary is \$43,100 - \$48,000 commensurate with qualifications and experience. Ph.D. in Psychology or related field preferred by September 1, 2000, must be conferred no later than June 30, 2001. Pending final administrative and budgetary approval, the position would be effective July 1, 2000. Applicants should submit a letter of application describing their research and teaching interests, a curriculum vitae, reprints and preprints, and have three confidential letters of recommendation forwarded to: Faculty Search Committee, Provision #536, Psychology Department, 277 Social Sciences 2, University of California, Santa Cruz, Santa Cruz, CA 95064. Applications must be postmarked by November 5, 1999. *Women and people of color are especially encouraged to apply. UCSC is an EEO/AA employer. CA5*

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. CA6*

CALIFORNIA STATE UNIVERSITY, SAN MARCOS, expects to hire a tenure-track assistant professor in CLINICAL PSYCHOLOGY for Fall, 2000. The successful candidate will be a scientist-practitioner who will teach graduate and undergraduate courses in support of our programs. Applicants must demonstrate evidence of teaching excellence and interest in supervising Masters theses. Only candidates with active research programs will be considered. All sub-

UCSF
University of California San Francisco

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

Child Research Psychologist

University of California, San Francisco: The Department of Psychiatry invites applications for an Assistant or Associate Professor in Residence position to begin on or after January 1, 2000. The position will be based at Langley Porter Psychiatric Institute, in the Division of Child and Adolescent Psychiatry. We seek a researcher with clinical and clinical research expertise in severe mental disorders in children or adolescents to develop a clinical research program focused on children from our very ethnically diverse urban environment. We prefer a demonstrated track record in research focused on either Attention-Deficit/Hyperactivity Disorder (ADHD) or childhood-onset affective disorders as documented by research grants and publications in peer-reviewed journals. Requirements include a Ph.D. in Clinical Psychology from an APA-accredited program, or equivalent, a California psychology license or license eligibility, demonstrated skills for working in a multidisciplinary setting, and relevant teaching skills and experience. The person chosen will become a research mentor in the Clinical Psychology Training Program. **Applications for the position must be received by October 1, 1999**, and are to include a curriculum vitae, selected reprints, and a short letter describing the applicant's research program, sent to: Ricardo F. Muñoz, Ph.D., Search Committee Chair, c/o David Bell, Program Administrator, 401 Parnassus Avenue, Box CAS-0984, San Francisco, CA 94143-0984. Candidates must also arrange to have at least three letters of recommendation sent to the same address. *The University of California is an Equal Opportunity Employer committed to excellence through diversity.* **CA1**

areas of clinical will be considered, but we have a particular interest in those with specializations in neuropsychology, developmental psychology and/or cross-cultural mental health. Applicants with interest in interdisciplinary work, technological applications, and research taking advantage of our ethnically diverse region are particularly encouraged to apply. Ph.D. should be completed prior to date of appointment. Positions subject to final authorization. Send vitae, statement of research/teaching interests and accomplishments, and arrange to have three letters of recommendation sent to Clinical Search, Psychology Program, California State University San Marcos, San Marcos, CA. 92096-0001. To as-

sure full consideration, application materials must be postmarked on or before November 15, 1999. However, applications will be accepted until a suitable candidate is found. *CSUSM is an Equal Opportunity/Affirmative Action/Title IX Employer. The University has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups, and people with disabilities. CA7*

CLAREMONT MCKENNA COLLEGE Department of Psychology Claremont McKenna College (CMC) has a tenure-track position in Development/Family Studies Psychology at the Associate/

Full Professor level. We are seeking an established scholar who will become the Director of the new Berger Institute of Work, Family, and Children. The successful candidate will direct research with undergraduate students and secure 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.* CA8

SAN FRANCISCO STATE UNIVERSITY. The Psychology Department announces a tenure-track position for an Assistant Professor of Developmental Psychology to begin Fall 2000. San Francisco State University is a multi-purpose institution of higher education located in a large and diverse setting. The University serves a multi-cultural student body of approximately 26,000 and offers bachelor's degrees in 112 academic areas and master's degrees in 93 fields of study. Excellence in teaching is the University's primary mission; research and service to the community are high priorities. The University is dedicated to broadening the human diversity of its faculty, staff, and students. SFSU is one of 23 campuses in the California State University System. **Qualifications:** Ph.D. in Developmental Psychology from an APA approved program or equivalent preparation. Candidates are preferred who have teaching and/or research experience with individuals from traditionally underrepresented groups. **Description:** The position requires teaching graduate and undergraduate classes in developmental psychology, supervising student research, and developing a professional program of research in area(s) of life-

span development (adolescent and/or adult development focus is of particular interest). Research specialization areas are open (social, cognitive, physiological, emotional, linguistic, and developmental neuroscience). **Rank and Salary:** Assistant Professor, \$40,000 to \$50,000 for the academic year, depending on level of experience. **Application Deadline:** All materials should be received by November 15, 1999. **Application Process:** The applicant should send a letter of interest, a current curriculum vitae, at least three letters of reference, a sample of their scholarly papers, and a description of teaching interests. All materials should be mailed to: Chair, HRT Committee; Department of Psychology; San Francisco State University; 1600 Holloway Avenue; San Francisco, CA 94132. *SFSU is an Affirmative Action/Equal Opportunity Employer. Information on the Psychology Department can be accessed via: www.sfsu.edu/~psych/.* CA9

The Psychology Department of **CLAREMONT GRADUATE UNIVERSITY** - two positions. (1) **Developmental psychology** beginning Fall 2000. This is a nontenure track position with an initial 3-year contract and a strong possibility of renewal. Salary range up to the rank of Full Professor. Candidates must have a strong record of research and publication in developmental psychology with significant research experience in some area of applied developmental psychology and a record of conducting funded research. Primary responsibilities include assuming a major role in our graduate program in applied developmental psychology, teaching, research, and supervision of graduate student research and field experience (2) **Social psychology** tenure track position beginning Fall 2000. Rank is open. Candidates must have a doctoral degree and a strong record of research and publication in applied social psychology. Primary responsibilities include assuming a major role in our graduate program in applied social psychology, teaching, research, and supervision of graduate student research and field experience. Expertise in program evaluation and/or field research methodology is highly desirable. Opportunities also exist to work with students and colleagues in program evaluation, organizational, developmental, and cognitive psychology, human resources, public policy, information sciences, education, and management. For more information about our program, please visit our web site at <http://cgu.edu/sbos>. *Claremont Graduate University is an Affirmative Action/Equal Opportunity Employer. Minority and women candidates are especially encouraged to apply for this position.* Evaluation of candidates will begin October 15, 1999 and continue until the positions are filled. Interested candidates should send a vita, personal statement of relevant skills and experiences, examples of two research publications, and

teaching evaluations to: Chair, Social or Developmental Psychology Search Committee, Psychology Department, Claremont Graduate University, 123 E. Eighth Street, Claremont, CA 91711. CA10

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 methods, 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.* CA12

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 psychobiological 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 research 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.* CA13

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. Evi-

dence 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. CA14*

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans one tenure-track Assistant Professor appointment in the areas of Personality and/or Social Psychology broadly construed e.g., emotion, personality development, cultural psychology, social inference, conflict resolution, stigmatization and stereotyping, social identity, motivation, etc., — beginning in the academic year 2000. New or recent Ph.D.s with strong research background in either basic, theoretical or applied fields will be considered. A commitment to excellence in undergraduate/graduate teaching is mandatory. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Personality/Social Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. **The deadline for application is November 15, 1999.** *Stanford University is an Equal Opportunity, Affirmative Action Employer. Women and minorities*

are strongly encouraged to apply. CA15

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans a tenure-track appointment in the area of Cognitive Psychology broadly construed, beginning in the academic year 2000. Appointments may be either at the junior or senior level. Candidates with strong research records in memory, thinking, language, perception, decision-making, cognitive neuroscience and/or computational/mathematical models of cognitive processes are encouraged to apply. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Cognitive Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. **The deadline for application is November 15, 1999.** *Stanford University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA16*

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans a tenure-track appointment in the area of Developmental Psychology broadly construed, beginning in the academic year 2000. Appointments may be either at the junior or senior level. Candidates with strong research records in any area of Developmental including Social, Personality, Physiological, Cognitive, and Developmental Neuroscience are encouraged to apply. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Developmental Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. **The deadline for application is November 15, 1999.** *Stanford University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply. CA17*

UNIVERSITY OF CALIFORNIA AT BERKELEY: Pending budgetary approval, the Department of Psychology invites applications at any level for two tenured/tenure-track positions beginning July 1, 2000. We are interested in two areas: (1) quantitative psychology (including, but not limited to, multivariate analysis, measurement, mathematical modeling, and computer modeling), and (2) social/personality psychology. Applications for the position must be postmarked by **October 1, 1999**, and are to include a curriculum vitae, a description of research interests and selected reprints sent to: Search Committee, Department of Psychology, 3210 Tolman Hall #1650, University of California, Berkeley, CA 94720-1650. Candidates should also arrange to have at least three letters of recommendation sent to

the same address by the application date. Candidates are asked to specify the position for which they are applying, and to submit an application for each position should they wish to be considered for both. Applications postmarked after the deadline will not be considered. *The University of California is an Equal Opportunity/Affirmative Action Employer. CA18*

UC SAN FRANCISCO Faculty Position Director Division of Psychosocial Medicine The Department of Psychiatry of the School of Medicine, University of California, San Francisco (UCSF) is seeking a clinical psychologist to serve as the Director of the Division of Psychosocial Medicine at San Francisco General Hospital, a major teaching hospital of UCSF. The position is in the clinical series at the Full Professor level and is available on January 1, 2000. This crucial leadership position offers an exciting opportunity to oversee and coordinate all clinical and administrative aspects of the Division of Psychosocial Medicine. The Division is made up of nine separate programs and provides a wide range of services to a low income, culturally diverse group of patients. Most of these patients are medically indigent and have complex psychosocial and medical problems. The Division is made up of a Neuropsychology Service, a Psychiatric Consultation-Liaison Service, a Nursing Consultation Service, a large outpatient mental health clinic, the San Francisco Rape Treatment Center, the Emergency Department High User Case Management Program, an Integrated Primary Care Mental Health program, and a Clinical Services Outcome Research program. The Division provides services to more than 4,000 unduplicated patients a year. The Director will assume a leadership role in all aspects of the Division including directing, organizing, planning, and evaluating the administrative and clinical operations of the Division. The incumbent will oversee all teaching and training aspects of the Division including the teaching of medical students, psychiatric residents, primary care residents, pre- and post-doctoral psychology, social work, and nursing interns assigned to the Division. The Director must have a proven track record in seeking and obtaining additional funding through grant writing and other mechanisms and must be able to foster and support clinical services research within the Division. The ideal candidate must possess a minimum of 5 years experience in clinical administration, program development, and must have excellent clinical, teaching skills, and experience in supervising a multidisciplinary staff. Must be able to demonstrate strong leadership skills. The candidate must have clearly demonstrated experience and commitment in working with a culturally diverse, low income and medically indigent patient population. Experience work-

ing in a general hospital setting and with patients with severe psychosocial problems, cognitive impairment and/or substance abuse problems is essential. Experience in managing multiple programs and providing a variety of services (i.e. case management, consultation, trauma-focused treatment, individual and group psychotherapy and neuropsychological services) is desirable. The applicant must possess a Ph.D. in clinical psychology from an APA-approved program and must be at least 5 years post licensed. Bilingual applicants are strongly encouraged to apply. Application deadline is November 1, 1999. Please send a letter of interest, resume, and names and addresses and telephone numbers of three references to: Susan Brekhuis, 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. CA19*

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 budget 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 addresses 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. **CA20**

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 re-

search 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**

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, roilp@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. 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 Affir-*

native 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. 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. 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*

GEORGIA

The Department of Psychology at **GEORGIA STATE UNIVERSITY** announces anticipated tenure-track faculty positions at the Assistant/Associate Professor levels beginning Fall, 2000. We seek broadly-trained, outstanding candidates who can establish nationally competitive research programs, and who have a strong interest and can contribute effectively to graduate and undergraduate instructional programs, and university and national service. Candidates who can teach graduate courses in the History of Psychology and who can contribute to more than one graduate program area are especially encouraged to apply. The Department of Psychology currently supports graduate programs in Clinical Psychology, Community Psychology, Developmental Psychology, Neuropsychology and Behavioral Neurosciences, and Social/Cognitive Psychology (see www.gsu.edu/~wwwpsy/). Current positions are for 1) a **Behavioral Neuroscientist** (Ph.D., Ph.D./M.D., M.D.) with an independent research program in behavioral neuropharmacology or related neurosciences; who uses state-of-the-art techniques to link basic neuroscience research with clinical problems (e.g., animal models of addiction, affective disorders, eating disorders, aggression, or cognitive deficits such as amnesia); and has a strong interest in teaching courses in psychopharmacology, behavioral neurosciences, and research methodology. 2) **Cognitive, Developmental, or Personality Psychologist** who can fill one of a variety of needs in the Department. Examples of the types of backgrounds of primary interest and need include: A cognitive psychologist with a significant research and publication record in an area of complex/higher-order cognition such as learning, language, reading, math, executive function, problem solving, reasoning, or decision making. Preference will be given to candidates who are cross-trained in neuroscience, social, developmental or quantitative psychology. A developmental psychologist with strong theoretical interests and an active research program in cognitive and/or social development with typical, atypical, and/or ethnically diverse populations with a focus in early or middle childhood. A personality psychologist with an established research program in personality and individual differences that bears upon social, clinical or cross-cultural behavior. Preference will be given to candidates whose research focuses on behavioral ge-

netics or biological orientations. 3) **Clinical Psychologist** who can satisfy one of a variety of needs in the APA accredited Clinical Psychology Program, including one which involves strengthening the collaboration between the Clinical and Community Programs, and another which involves enhancing the behavioral orientation within the Clinical Program. All applicants must hold a Ph.D. from an APA accredited Professional Psychology Program (Clinical or Clinical-Community) and have at least one year of supervised post-doctoral clinical experience that qualifies for Georgia licensure at the time of appointment. Examples of the types of backgrounds of primary interest and need include: A candidate for a joint appointment in the Clinical and Community Psychology Programs. Although the area of research is open, candidates who have been trained in community psychology or who focus on community-based prevention or intervention research with ethnically diverse populations are particularly encouraged. A candidate with expertise in clinical behavior analysis, single-case research methodology, functional assessment, and behavioral interventions. Applicants with interests in any clinical population will be considered, although those having linkages to areas of current research and interests are particularly encouraged. **Application:** To apply, applicants should send a letter of application that (1) specifies which of the above listed positions they are applying for, (2) describes their academic and research/scholarship interests, (3) discusses their philosophy of teaching, and (4) outlines their professional accomplishments and future goals. In addition, they should send a curriculum vitae, one copy of selected publications, and should arrange for three letters of recommendation to be sent to the Chair, Psychology Search Committee, P.O. Box 5010, Atlanta, GA 30302-5010. Applications must be received by October 15th, 1999 to be considered during the first selection review. However, applications will be accepted until the positions are filled. *Georgia State University is an Equal Opportunity/Affirmative Action Institution. GA2*

ILLINOIS

ASSISTANT PROFESSOR in Language Science. The Department of Communication Sciences and Disorders at **NORTHWESTERN UNIVERSITY** seeks a full-time, tenure track, faculty position beginning September 1, 2000. Applicants must have demonstrated expertise in experimental approaches to semantic and/or syntactic processing. Individuals with interests in either child or adult language processing are encouraged to apply. Preference will be given to candidates with research interests that mesh with those of the current faculty, in particular those whose work has implications for language disorders. Responsibili-



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.

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

ties include conducting research in areas of interest, teaching graduate and undergraduate courses, directing student research and advising students. Applicants should have completed a Ph.D. in Psycholinguistics, Linguistics, Cognitive Science/Neuroscience/Psychology or related area. Please send the application including a cover letter, CV (indicating an e-mail address), statements of research and teaching interests, reprints, and three letters of reference to: Karla K. McGregor, Ph.D., Search Committee Chair, Communication Sciences and Disorders, 2299 North Campus Drive, Northwestern University, Evanston, IL 60208-3570, E-mail: k-mcgregor@nwu.edu. Consideration of applications will begin December 3, 1999 and continue until the position is filled. *Northwestern University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.* IL1

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 scholarly 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 science, 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>. IL2

ILLINOIS STATE UNIVERSITY NORMAL/BLOOMINGTON QUANTITATIVE/COMPUTER APPLICATIONS - The Department of Psychology at Illinois State University invites applications for a tenure-track position as an Assistant Professor. The large, diverse department serves over 500 undergraduate majors and over 150 graduate students, including doctoral and specialist students in School Psychology and master's students in Clinical, Counseling, Developmental, Educational, Experimental, Industrial/Organizational, and Measurement/Statistics. The successful applicant will teach statistics, research methods and computer applications at the undergraduate and graduate levels, conduct independent and collaborative research, supervise theses and dissertations, provide consultation in statistics and research design, and contribute to curriculum reform involving the incorporation of technology into courses. The position begins no later than August 16, 2000, but preferably January 1, 2000. Salary is competitive. Doctorate or ABD required. Applicants should provide a letter highlighting qualifications, a vita, graduate transcripts, evidence of accomplishments in teaching, research and computer applications, and three letters of recommendation. Review of applications will begin October 15, 1999, and continue until a qualified applicant is selected. To assure full consideration send materials by October 15, 1999 to: Dr. Karen Williams, Chair, Quantitative/Computer Applications Search Committee, Department of Psychology, Illinois State University, Campus Box 4620, Normal, IL 61790-4620, kbwilli@ilstu.edu, (309) 438-8169, Fax (309) 438-5789. Additional information about the Psychology Department is located on the Psychology Web site at: <http://www.cas.ilstu.edu/psychology/index.html>. "Illinois State is an equal opportunity/affirmative action university encouraging diversity." IL3

THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN PSYCHOLOGY

DEPARTMENT invites applications for a full-time tenure-track Assistant Professor position in Cognitive Psychology. Although our preference is to hire an Assistant Professor, we may consider exceptional candidates at higher ranks. The exact area of cognitive research is open, but preference will be given to candidates with interests in memory. The primary criteria for appointment will be excellence in research and teaching. The position begins August 21, 2000 (Ph.D. required). Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and preprints/reprints to: Brian H. Ross, Chair, Cognitive Search Committee, University of Illinois, Department of Psychology, 603 East Daniel Street, Champaign, IL 61820 (217-333-0632). Review of applications will begin October 11, 1999 and continue until the position is filled. Information concerning the Psychology Department's programs, research, facilities, and faculty can be obtained on the World Wide Web at <http://s.psych.uiuc.edu>. *The University of Illinois is an Affirmative Action, Equal Opportunity Employer.* IL4

THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, invites applications for a full-time tenure-track position in Mathematical Modeling at the Assistant/Associate Professor level (Ph.D. required). The exact area of research is open, but we are seeking candidates with strong substantive interests as well as quantitative sophistication. The primary criteria for appointment will be excellence in research and teaching. The position will begin August 21, 2000. Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and preprints to David E. Irwin, Chair, Mathematical Modeling Search Committee, University of Illinois, Department of psychology, 603 E. Daniel St., Champaign, IL 61820 (217-333-7746). Review of applications will begin October 15, 1999 and will continue until the position is filled. Information concerning the Psychology Department's programs, research facilities, and faculty can be obtained on the World Wide Web at <http://s.psych.uiuc.edu>. *The University of Illinois is an Affirmative Action, Equal Opportunity Employer.* IL5

COGNITIVE NEUROSCIENTIST. The Department of psychology of the **UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA** invites applications for a full-time tenure-track academic position. Candidates will be considered who are pursuing cognitive questions using methods that could include one or more of the following: single unit recording, func-

tional brain mapping (hemodynamic or electrophysiological), lesion or neuropsychological studies, or computational modeling. The position will most likely be filled at the assistant professor level but outstanding candidates at other levels are also encouraged to apply. This position begins August 21, 2000 (Ph.D. required). Salary is dependent upon experience and qualifications. Application review begins Nov. 1, 1999 and continues until the position is filled. Applicants should send a vita, representative reprints, a brief statement of interests and arrange to have three letters of reference sent to Dr. Janice M. Juraska, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820. *Affirmative Action/Equal Opportunity Employer.* IL6

IRVING B. HARRIS FELLOWSHIP IN CHILD DEVELOPMENT AND PUBLIC POLICY The Harris School at the University of Chicago seeks applicants for one-year A.M. training program in childhood development and policy research and analysis. Full tuition and \$10,000 stipend awarded. Applicants must hold graduate degree in early childhood development or related field. Apply by January 15. Contact Ellen Cohen, Director of Admission, (773) 834-2576, or via e-mail, eb-cohen@uchicago.edu. IL7

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 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, 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, electro-

physiology, 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 department. 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

IOWA

The Department of Psychology at the **UNIVERSITY OF IOWA** has two tenure-track positions available in the areas of **Behavioral and Cognitive Neuroscience and Developmental Psychology** beginning in the academic year 2000. Appointments are expected at the level of assistant professor. The Department of Psychology is currently experiencing a period of rapid growth and enhancement, including a \$4 million renovation of the animal and human laboratory facilities. Candidates with strong research records in any subfield of behavioral and cognitive neuroscience or developmental psychology are encouraged to apply, especially women and minorities. We begin the review process on October 1, 1999, although applications will be accepted until the position is filled. Applicants should send a curriculum vitae, copies of their most important scholarly papers, a research statement, and three letters of recommendation to: BCN or Developmental Search Committee, Department of Psychology, E11 Seashore Hall, University of Iowa, Iowa City, IA 52242-1407. Candidates may wish to visit our web page [<http://www.psychology.uiowa.edu/>] for more information regarding the department, current faculty, as well as life in Iowa City. *The University of Iowa is an Equal Opportunity/Affirmative Action Employer.* IA1

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. 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. Individuals with training or experience in human factors or other areas of applied experimental psychology are sought. Applicants should have research experience interest 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, and a strong commitment to teaching. Wichita State University is located in the states 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 15th 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. KS1

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

ANTICIPATED ASSISTANT PROFESSOR/ASSOCIATE PROFESSOR/PROFESSOR POSITION ANNOUNCEMENT LOUISIANA STATE UNIVERSITY - Baton Rouge, LA: The Department of Psychology at Louisiana State University seeks candidates for a faculty position in Industrial and Organizational Psychology to serve as the Director of its I/O Program. Rank of position is open and inquiries from both senior and advanced junior level candidates are invited. The LSU/I/O program traditionally has five faculty members and about 15 doctoral students. This position provides a unique opportunity to help build and direct a strong I/O program in a Research I department that is extremely collegial and supportive. The area of specialty is open, but candidates must have established an active research program. They must also be committed to excellence in graduate and undergraduate teaching activities. Salary and resources will be competitive and determined by the candidate's qualifications. Applicants should submit a vita, reprints/pre-prints, and three letters of recommendation to: Irv Lane, Chair, Department of Psychology (Reference #018028), 236 Audubon Hall, Louisiana State University, Baton Rouge, LA 70803. Review of applications will begin immediately, but those received by October 15, 1999 will be given full consideration. *Louisiana State University is an affirmative action, equal opportunity employer.* LA2



MA8

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
EARLY CHILDHOOD

The Harvard Graduate School of Education expects to appoint to the rank of full professor (with tenure) a faculty member specializing in the study of young children, to work in a department with a strong, interdisciplinary interest in the basic processes of human development. We are seeking someone with a theory-based research program focused on children from infancy to school age. While the specific field of research is open, our ideal candidate would have an interest in bridging between research and practice. The faculty member will be expected to teach graduate students, advise students writing doctoral dissertations, and carry out a strong program of research. The School gives graduate training to students and professionals of diverse backgrounds for positions of leadership in research and practice.

Applicants should send their curriculum vitae, a letter describing their present work and future research plans, three examples of their scholarship, and the names of three or more scholars who would be able to provide references by October 11, 1999, to:

Catherine E. Snow, Chair of the Search Committee
 c/o Gail Keeley, Director of Academic Services
 Harvard Graduate School of Education
 122 Longfellow Hall, Cambridge, MA 02138

Applications from women and minority candidates are especially welcomed. Harvard University is an affirmative action, equal opportunity employer.

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, physiol, biopsych, neuroscience, clinical. Stipends: USPHS/NIH stipend levels \$26-41K. Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus;

Baltimore, Maryland 21224-6823, (410) 550-0035; bigelow@jhmi.edu. MD1

JOHNS HOPKINS UNIVERSITY, DEPARTMENT OF PSYCHOLOGY: seeks applicants for two tenure-track or tenured positions (rank open) beginning July 1, 2000. (1) Cognitive psychology, including perception, memory, higher-order cognition, and mathematical modeling in any of these areas. (2) Biopsychology/behavioral neuroscience, broadly defined. Send CV (including a statement of research and teaching interests), reprints, and at least three letters of recommendation to either the Cognitive or the Biopsychology Search Committee, Department of Psychology, Johns Hopkins University, Baltimore, MD 21218-2686. Review of applications will begin immediately and will continue until a candidate is selected. *Women and members of underrepresented groups are especially encouraged to apply. The Johns Hopkins University is an Equal Opportunity, Affirmative Action employer. MD2*

MASSACHUSETTS

THE PSYCHOLOGY DEPARTMENT AT AMHERST COLLEGE has a tenure-track opening at the assistant professor level beginning July 1, 2000. Responsibilities will include teaching two

MA5

PSYCHOLOGY
Faculty Positions

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

courses per semester, directing senior research projects, and developing an active research program. The successful applicant should have competencies to teach introductory psychology, statistics, cognitive psychology, and intermediate level courses and advanced seminars in their area of expertise broadly related to cognition (e.g., memory, social cognition, cognitive neuroscience). The Psychology Department has excellent laboratory, classroom, and office facilities. Amherst College is a private coeducational 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: Cognitive Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. For full consideration submit by October 15, 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*

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 coeducational 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 Massachu-

MICHIGAN STATE UNIVERSITY

DEAN COLLEGE OF SOCIAL SCIENCE

Michigan State University invites applications and nominations for the position of Dean, College of Social Science. An individual is sought who can provide leadership for the continuing development of programs in instruction, research and outreach and who will serve as a representative of the College in its interaction with government, foundations and industry. The Dean of the College of Social Science is the chief executive officer of the College and is responsible to the Provost and the President for the general administration of the College.

Michigan State University is a land-grant institution with fourteen colleges enrolling over 40,000 students. The College of Social Science consists of five departments (Anthropology, Geography, Political Science, Psychology, and Sociology), two professional programs in Urban Planning and Landscape Architecture, three professional schools (Criminal Justice, Labor and Industrial Relations, and Social work), two centers (Center for Advanced Study of International Development and the Social Science Center for Integrative Studies, an undergraduate social science program), the Julian Samora Research Institute, the Institute for Public Policy and Social Research and the Women's Studies Program (jointly administered with the College of Arts and Letters). The College has 272 faculty and 4,648 majors, 80 percent undergraduate and 20 percent graduate students. The College provides liberal education in the social sciences for undergraduates throughout the University, and offers bachelors, masters, professional, and doctoral degrees. Further details are available at the college website: <http://www.ssc.msu.edu>.

Applicants must have an earned doctorate or equivalent, an outstanding record of scholarship and evidence of dynamic leadership. Candidates must meet standards for appointment at the rank of professor (with tenure) in an academic department or school in the College. Expected starting date is no later than July 1, 2000 and preferably earlier.

Applications and nominations are requested as soon as possible, preferably by October 15, 1999. Applications and nominations should be sent to:

Dr. Lynne G. Goldstein, Chairperson
Search and Rating Committee
Dean of College of Social Science
c/o Office of the President, 450 Administration Building
Michigan State University, East Lansing, MI 48824

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ACTION/EQUAL OPPORTUNITY INSTITUTION

sets 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.* MA2

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.* MA3

WILLIAMS COLLEGE DEPARTMENT OF PSYCHOLOGY: seeks candidates for an anticipated tenure-track position in Clinical Psychology beginning July 1, 2000. The appointment will be at the Assistant Professor level, with the expectation of the Ph.D. in hand or to be completed by September 2000. In exceptional circumstances, a senior appointment will be considered. Area of specialization is open. The normal yearly course load consists of a survey course on Psychological Disorders or Personality, the psychopathology section of a team-taught Introductory Psychology course, an advanced research seminar in the candidate's area of interest, and either a Research Methods course or an upper level seminar. We seek gifted teachers and scholars who can involve students in their research. We offer excellent facilities, research support, highly capable students and competitive salaries. Deadline is November 15, 1999. Send vita, three letters of reference, selected reprints or preprints, and information on teaching experience and effectiveness to: Dr. Laurie Heatherington, Chair, Clinical Psychology Search Committee, Department of Psychology, Williams College, Williamstown, MA 01267. *An Equal Employment/Affirmative Action Employer, Williams College encourages application from women and minorities.* MA4

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. 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

BRANDEIS UNIVERSITY seeks candidates for two positions in the Department of Psychology to begin August 2000. We seek to fill these positions with social or developmental psychologists who have research interests in the areas of aging, life-span development or health psychology. Candidates should be interested in participating in a pre- and post-doctoral training program in Cognitive Aging in a Social Context, which is staffed by faculty from the Department's graduate programs in Social and Developmental Psychology and Cognitive Neuroscience. Candidates should provide evidence of excellence in research and teaching with a strong commitment to both graduate and undergraduate education. Willingness to teach undergraduate courses in developmental psychology, social psychology and statistics or research methods is desirable. Although both positions are for tenure-track assistant professors, one appointment at a more advanced level may be considered for an exceptional candidate with a history of external research funding. Applicants should submit their vitae, copies of relevant papers, evidence of teaching excellence and arrange to have three letters of reference sent by October 15, 1999 to Chair, Search Committee, Department of Psychology, MS 062, Brandeis University, Waltham, MA 02454-9110. *Applications from minorities and women are encouraged.* Brandeis Univer-

city 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

Subject to administrative approval, the CALVIN COLLEGE Psychology Department is seeking applica-

tions for a full-time, tenure-track position in cognitive psychology beginning in September 2000. This position involves teaching courses in Cognitive Psychology, Research Methods, and Introductory Psychology. Requirements include a Ph.D. in psychology, evidence of quality teaching experience or potential, and plans for an active program of collaborative research involving undergraduate students. As a liberal arts college rooted in the Reformed tradition of Christianity, we seek applicants who are personally committed to that tradition. Applicants should submit a one-page statement of their understanding and commitment to this tradition with their application. Send letter of application, vita, writing sample, and three letters of reference to Search Committee, Department of Psychology, 3201 Burton Street SE, Calvin College, Grand Rapids, MI 49546. *Calvin College complies with all federal and state requirements regarding nondiscrimination. Women and members of minorities are encouraged to apply.* MI5

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.* MI7

The UNIVERSITY OF MICHIGAN (ANN ARBOR) Department of Psychology invites applications for an anticipated full-time, tenure-track position in the area of clinical neuropsychology. Pending approval by the College of Literature, Science and the Arts, the position will begin September 1, 2000.

We seek an individual with interests in diffuse or focal problems such as movement disorders, neurodegenerative disorders (e.g., Alzheimer's disease), aphasia, epilepsy, schizophrenia, panic disorder, or mood disorder. An applicant with expertise in autism would be of special interest. The individual must be clinically trained in accordance with the Houston Conference guidelines and eligible for Michigan licensure, which requires 4000 supervised postdoctoral clinical hours. Opportunities exist for collaboration with clinical neuropsychologists in the Medical School and the Veterans Administration Medical Center and if appropriate for affiliation with an envisioned Autism Center. Responsibilities include graduate and undergraduate teaching in clinical neuropsychology, research, and possibly clinical supervision in our practica and internship consortium. Please send curriculum vitae, at least three letters of reference, copies of reprints and preprints, and statements of research and teaching interests no later than **November 15 to Chair, Clinical Neuropsychology Search Committee, Department of Psychology, 525 East University, Ann Arbor, MI 48109-1109.** The University of Michigan is an Equal Opportunity/Affirmative Action Employer. MI8

The Department of Psychology at the UNIVERSITY OF MICHIGAN (ANN ARBOR) invites applications for an anticipated full-time, tenure-track position in the area of Culture and Gender. Pending approval by the College of Literature, Science & the Arts, the position will begin September 1, 2000. We are interested in people whose core interests involve how identity and personality processes are affected by the intersection of gender (as an analytic tool) and cultural variation. These interests might be expressed in a variety of specific research interests: for example, cultural differences in the relation of personality and gender roles; cross-national differences in the gendering of domains such as academic achievement, economic behavior, or military performance; ethnic variation in women's coping styles; or cultural variation in the construction of sexual orientation. This is a joint position within two areas of the University of Michigan psychology department: personality and psychology and women's studies. The primary criteria for appointment are strong interdisciplinary interests, and excellence in research and teaching. Responsibilities include graduate and undergraduate teaching, as well as research and research supervision. Send a curriculum vitae, three letters of reference, copies of recent publications, and a statement of research and teaching interest no later than **November 15 to Chair, Culture and Gender Search Committee, Department of Psychology, University of Michigan, 525 E. University Avenue, Ann Arbor, Michigan 48109-1109.** *The*

University of Michigan is an Equal Opportunity/Affirmative Action Employer. MI9

The Department of Psychology at the UNIVERSITY OF MICHIGAN (ANN ARBOR) invites applications for an anticipated full-time, tenure-track position in the area of Quantitative Behavioral Sciences. Pending approval by the college of Literature, Science and the Arts, the position will begin September 1, 2000. The primary criterion for the appointment is excellence in research and teaching. Although the specific research area of interest is open, we are especially interested in applicants for whom mathematical modeling or psychometrics is a critical part of their psychological research. Quantitative researchers from all substantive areas of psychology are encouraged to apply. Applicants should send a vitae, recent publications, a statement of research and teaching interests, and three letters of recommendation no later than **November 15, 1999** to: **Chair, Quantitative Behavioral Science Search Committee, Department of Psychology, University of Michigan, 525 E. University Avenue, Ann Arbor, Michigan 48109-1109.** *The University of Michigan is an Equal Opportunity/Affirmative Action Employer.* MI10

The UNIVERSITY OF MICHIGAN (ANN ARBOR) Department of Psychology invites applications for an anticipated full-time, tenure-track position in the area of organizational cognition and decision-making. Pending approval by the College of Literature, Science and the Arts, the position will begin September 1, 2000. We seek an individual with research and teaching interests in how social structure affects group information processing (attention, memory, and integration) and decision-making. Responsibilities include research, graduate and undergraduate teaching in cognitive and organizational psychology. Please send curriculum vitae, at least three letters of reference, copies of reprints and preprints, and statements of research and teaching interests no later than **November 15 to Chair, Organizational Cognition and Decision-Making Search Committee, Department of Psychology, 525 East University, Ann Arbor, MI 48109-1109.** *The University of Michigan is an Equal Opportunity/Affirmative Action Employer.* MI11

MINNESOTA

The Marvin D. Dunnette Distinguished Professorship in Industrial and Organizational Psychology The Department of Psychology at the UNIVERSITY OF MINNESOTA seeks nominations and applications for the **Marvin D. Dunnette Distinguished Professorship in Industrial and Organizational Psychology**, a tenure-track position in Industrial/Organizational Psychology at the rank of

assistant professor. Preference will be given to candidates with several years of experience at this rank, with commensurate evidence of an emerging program of research. Highly qualified applicants without such experience will also be considered. Applicants' research emphasis should focus on the psychology of individual differences as it impacts effective organizational behaviors. We are particularly interested in candidates who will complement the expertise of current I/O faculty and broaden the programs coverage of various subfields within I/O psychology. Applicants must have completed the requirements for the Ph.D. in psychology or a closely related field by August 15, 2000 and developed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, advise graduate students, teach courses at both the graduate and undergraduate level, and contribute to the service needs of the department, college, and university. Salary will be competitive. The Dunnette endowment offers significant research support for an initial term of 5 years with the possibility of an extension of such support for an additional 3 years. This is a full-time, nine-month position. The beginning date for this position is August 28, 2000. Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: **Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliot Hall, 75 East River Road, Minneapolis, MN 55455-0344.** Please reference your letter of application with "Position CLA #773." Review of applications will begin on November 1, 1999 and continue until the position is filled. This position announcement is available on the Psychology Department's web page at <http://www.psych.umn.edu>. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN1

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY The Department of Psychology at the UNIVERSITY OF MINNESOTA seeks nominations and applications for a full-time, nine-month, tenured faculty position in **Industrial-Organizational Psychology** at the rank of Associate Professor or Professor, depending on the applicant's qualifications and experience and consistent with collegiate and University policy. The position focuses on the enhancement of individual performance, job satisfac-

Senior Consumer Analyst Position

Unilever Research U.S. has an opening in its expanding Consumer Science department. The candidate should have a M.S. degree in psychology, sensory science, statistics or related fields with strong quantitative research skills (applied research experience a plus). Computer skills and competency with statistical packages (e.g., SAS, SPSS, BioMed, S-Plus) are required (SAS preferred). Experience in univariate, multivariate and non-parametric statistics with demonstrated understanding of the rationale/scientific basis of these data analysis techniques are a must. Excellent interpersonal and time management skills are essential. Must also have good written and oral communication skills. Main responsibilities include experimental design, hypothesis generation, study execution, in-depth data analysis/interpretation and report writing. Other duties include assisting with database management and data retrieval/queries.

Unilever Research US is one of the six Unilever research facilities around the world and is based in northern NJ across the Hudson River from Manhattan, NY City. Our scientists are responsible for personal-care product innovations for numerous well-known global brands such as Pond's, Dove and Elizabeth Arden. Unilever Research US offers a competitive salary, comprehensive benefits (including relocation assistance), and the opportunity to develop your competencies in an environment that fosters both creativity and learning. For consideration, please contact:

Kim Burke
Human Resources Department
Attn: COS position,
Unilever Research US
45 River Road
Edgewater, NJ 07020

NJ3

tion, and effective career progression. This is a broad perspective that includes such areas of research and theory as performance assessment, modeling the determinants of job satisfaction and procedural justice, leadership, job design, work motivation, training and instruction, problem solving and decision making, occupational exploration and career development, stress management, the determinants of team performance, and organizational development. Applicants must currently have a Ph. D. in psychology, or a closely related field, and have completed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, advise graduate students, teach undergraduate and graduate courses, and contribute to the service needs of the department, college, and university. Salary will be competitive. The beginning date is negotiable. Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: **Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliott Hall, 75 East River Road, Minneapolis, MN 55455-0344.** *Please reference your letter of ap-*

plication with "Position CLA #772." Review of applications and nominations will begin on October 15, 1999 and continue until the position is filled. This position announcement is available on the Psychology Department's web page at <http://www.psych.umn.edu>. *The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.* MN2

PRE-ANNOUNCEMENT FOR COUNSELING AND PERSONALITY SEARCHES The Department of Psychology at the UNIVERSITY OF MINNESOTA announces two upcoming searches for tenure-track or tenured positions in Counseling Psychology and Personality Psychology. Descriptions of these positions and the application process will be posted on our website <http://www.psych.umn.edu> in October and in the November issue of this publication. MN3

NEW HAMPSHIRE

Assistant Professor, Social/Personality Psychology: The Department of Psychological and Brain Sciences at **DARTMOUTH COLLEGE** expects to make a tenure track appointment at the rank of Assistant Professor (entry-level or

advanced) in social/personality psychology effective July 1, 2000. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome. The successful candidate is expected to provide high-quality teaching at the undergraduate level and in a graduate social/personality program, and to have exhibited excellence in research. The social area is one of four areas (along with cognitive/perception, behavioral neuroscience, and cognitive neuroscience) in the department. *Dartmouth College is an Equal Opportunity/Affirmative Action employer and applications from women and minorities are especially encouraged.* Please send a letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Social Search Committee, Department of Psychological & Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover NH 03755. Review of applications will begin December 1, 1999 and continue until the position is filled. **NH1**

POSITIONS AVAILABLE The Department of Psychological and Brain Sciences and The Center for Cognitive Neuroscience at **DARTMOUTH COLLEGE** announce two openings in the area of **human cognitive neuroscience** starting in the fall of 2000. Candidates must be experienced in some aspect of cognitive neuroscience research and committed to excellence in teaching. Of the two openings, one is at the assistant professor level, and one is open as to rank. The Department of Psychological and Brain Sciences and The Center are jointly housed in new facilities and will have a variety of brain imaging modalities available including fMRI, ERP, and NIR. For candidates at the assistant professor level, post-doctoral training is desirable. *Dartmouth College is an equal opportunity/affirmative action employer and encourages applications from minorities and women.* For further information, please contact: the Search Committee Chair. Candidates for either position should submit a letter of application, vita, and at least three letters of recommendation to: Cognitive Neuroscience Search Committee, Department of Psychological and Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover, NH 03755-3578. The review of applications will begin on October 30, 1999, and continue until the positions are filled. **NH2**

NEW JERSEY

CENTER FOR MOLECULAR & BEHAVIORAL NEUROSCIENCE RUTGERS UNIVERSITY, NEWARK CO-DIRECTORS: PAULA TALLAL & IAN CREESE One tenure-track faculty position in behavioral/cognitive neuroscience is available at the assistant professor level. Scientists with a research focus on brain/behavior relationships, who would be

stimulated by the integrative focus and collaborative environment of the Center for Molecular and Behavioral Research, are encouraged to apply. Research approaches that bridge across one or more domains (molecular/systems/behavioral/cognitive/clinical) are particularly encouraged. Research areas include (but are not limited to) brain imaging, neuroplasticity, neural basis of learning, attention, memory, speech, auditory processing, sensory motor integration, emotion, psychophysics and behavioral genetics. State of the art human and animal laboratories and equipment, and a doctoral program in Behavioral and Neural Science are available in the Center. Neuroscientists interested in brain/behavior relationships that effect human mental or neurological disorders are particularly encouraged. Applicants should send CV, three letters of references and a brief letter stating research goals and philosophy to Dr. Paula Tallal, Rutgers University, Center for Molecular & Behavioral Neuroscience, 197 University Avenue, Newark, New Jersey 07102. Rutgers is an affirmative action/equal opportunity employer. **NJ1**

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 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



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.

NY3

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. Post-doctoral experience is particularly desirable. 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 should be sent by 12/1/1999. *Rutgers University is an Equal Opportunity / Affirmative Action Employer. NJ2*

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. *Applications from minorities and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer. NY1*

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: srfp@ssrc.org. NY2

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 under-

graduate 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. NY4*

STATE UNIVERSITY OF NEW YORK AT BUFFALO. The Department of Psychology anticipates five openings for appointments starting in Fall, 2000. (1) **Clinical Psychology.** Two positions: One assistant professor and one rank open. Specialization in treatment outcome research, child or adult psychopathology, children and families, or health psychology is desirable. (2) **Behavioral Neuroscience.** Assistant or Associate Professor with behaviorally oriented, funded or fundable research into the neurophysiological/ neuroanatomical/molecular basis of learning/memory, motivation, or emotion. (3) **Cognitive Psychology.** Assistant or Associate Professor. Specialization in cognitive development, categorization, attention, or memory desirable. (4) **Social Psychology.** Assistant Professor. Specialization in social cognition or personality and relationships desirable. For all positions, the quality of applicants is more important than their research specialization. Applicants should have record of published research. For Senior Position there should be evidence of ability to attract external funding. Applications will be evaluated upon receipt with the closing date November 1, 1999 or until position is filled. Send curriculum vitae including names and addresses of references (candidates for Assistant Professorships should also have at least three letters of recommendation sent) to the appropriate Search Committee, Department of Psychology, Park Hall, SUNY at Buffalo, Box E, Buffalo, NY 14260. *SUNY is an equal opportunity employer. Women and minorities are encouraged to apply. NY5*

NORTH CAROLINA

The Women's and Gender Studies Program at **NORTH CAROLINA STATE UNIVERSITY** invites applications for a tenure-track assistant professor position to contribute to its new initiative on women and gender in science and engineering. Ideal candidates should have a Ph.D. in a social science field or a social science related multidisciplinary area with a background in feminist scholarship, a research record in women's studies, and experience in or commitment to pursuing external grants. The Women's and Gender Studies Program reports to the Division of Multidisciplinary Studies. Please consult the MDS Website (<http://www2.ncsu.edu/ncsu/chass/mds/>

[index.html](http://www2.ncsu.edu/ncsu/chass/mds/index.html)). Review of applications begins on November 15, 1999 and will continue until the position is filled. Send letter of application, statement of research and teaching interest, a cv, and list of three references to Laura Severin, Box 7107, NC State University, Raleigh, NC 27695-7107. *In its commitment to diversity and equity, NC State University seeks applications from women, minorities and persons with disabilities.* Individuals with disabilities desiring accommodations in the application process should contact Betty Swayne in the Division, at 919.515.6964, 919.515.1828 (fax), or swayne@social.chass.ncsu.edu. NC1

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. ND1*

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. OH1**

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 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 competitive, 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). Deadline. Applica-

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.

tions 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**

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 positions 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. ORI*

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*

PENNSYLVANIA

The Department of Psychology at the UNIVERSITY OF PENNSYLVANIA plans to hire a tenure track Assistant Professor in the area of animal behavior. We are particu-

larly interested in individuals addressing fundamental issues in the evolution of social behavior, behavioral ecology, cognition, or communication in natural populations of animals. The successful applicant must show evidence of a vigorous research program, promise of leadership in his or her field, and a commitment to both undergraduate and graduate education. Teaching will include contributions to Penn's undergraduate programs in Psychology and the Biological Basis of Behavior. Please provide a CV including a statement of research interests, a description of teaching interests and experience, up to three recent publications, and three letters of reference to Animal Behavior Search, Department of Psychology, University of Pennsylvania, 3815 Walnut St., Philadelphia, PA 19104-6196. Applications will begin to be reviewed on October 31, 1999. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action employer. PA1*

LA SALLE UNIVERSITY invites applications for a tenure track position in **Clinical Psychology** at the Assistant or Associate Professor level beginning Fall 2000. Applicants should have completed an APA accredited doctoral program and internship in Clinical Psychology. The position entails teaching in La Salle's Clinical Psychology (Psy.D.), M.A., and undergraduate psychology programs. The Psy.D. Program includes tracks in general clinical, family, and geriatric/rehabilitation psychology. The successful candidate will be expected to advise students, and conduct and supervise research and clinical work. Ability to teach statistics and research methods is a plus. **Deadline for applications is October 15, 1999.** Please send letter of application, a statement of teaching and research interests, curriculum vitae, 3 letters of recommendation, and representative reprints to: Dr. Lynn Collins, Clinical Director, Psy.D. Program, POB 273, La Salle University, 1900 W. Olney Ave., Philadelphia, PA 19141. *La Salle University is an Equal Opportunity/Affirmative Action Employer. PA2*

The Department of Psychology and the Center for Cognitive Neuroscience at the UNIVERSITY OF PENNSYLVANIA announce an **ALL LEVEL FACULTY SEARCH in Cognitive Neuroscience**, pending final administrative approval. Junior candidates please arrange for three letters of recommendation to be sent, and submit a statement of research and teaching interests, as well as a CV and representative reprints. Senior candidates need only submit the last two. Applications will be reviewed starting October 15, but later applications may be considered. The University of Pennsylvania is an Equal Opportunity/Affirmative Action employer. Send materials to: The Cognitive Neuroscience Search Committee, 3815 Walnut

St., Philadelphia PA 19104-6196. **PA3**

UNIVERSITY OF PENNSYLVANIA Pending administrative approval the Department of Psychology intends to fill tenure track and/or tenured positions in some of the following areas: clinical, social, cultural, personality, health, organizational, and social-developmental psychology, and related areas. We welcome applicants from social science areas other than psychology, including anthropology, economics, political science, and sociology. We are also interested in adding faculty who might contribute to our new Solomon Asch Center for Study of Ethnopolitical Conflict. But our top priority is to add to our department outstanding scholars with distinctive and promising research programs, and with strong commitments to teaching. We will begin considering applications as of October 1, 1999. Applications will continue to be reviewed until hiring objectives are met. Senior and junior candidates should send a letter of application, a curriculum vitae, and one copy of selected publications. Junior candidates should also send a statement of research and teaching interests, and arrange for three letters of recommendation to be sent. Please send these materials to the Social Science Search Committee, Department of Psychology, University of Pennsylvania, 3815 Walnut St., Philadelphia PA 19104-6196. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer. PA4*

TWO POSITIONS IN PERCEPTION. Pending administrative approval, the Psychology Department at the UNIVERSITY OF PENNSYLVANIA intends to make at least two tenure-track appointments in perception, one at the assistant professor level, the other at any level (tenure-track/tenured). Candidates with primary research and teaching interests in adult human visual perception are especially encouraged to apply. Overall, applications are welcome in all areas/modalities of perception, including the role of perception in action. Applicants who combine empirical approaches with quantitative/computational models will be especially attractive. Candidates should be outstanding researchers and be able to contribute effectively in both undergraduate and graduate teaching. Senior candidates should send a letter of application, a curriculum vitae, and one copy of selected publications. Junior candidates should also send a statement of research and teaching interests, and arrange for three letters of recommendation to be sent. Please send these materials to the Perception Search Committee, Department of Psychology, University of Pennsylvania, 3815 Walnut St., Philadelphia PA 19104-6196. For appointments that start on 7/1/00, applications should arrive by 10/15/99. Applications will continue to be reviewed until hiring objectives

are met. *The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer. PA5*

PENN STATE HARRISBURG Associate Professor Child Health Psychology. The Psychology Program at Penn State Capital College, Harrisburg campus, in conjunction with Penn State University's *Children, Youth, and Family Consortium (CYFC)*, seeks an established scholar whose research focuses on prevention of health/mental health problems in children. The tenure eligible appointment begins Fall 2000. The successful candidate will act as a liaison between the human services faculty at Capital College, the CYFC, and an extended interdisciplinary network of researchers in health/mental health issues relevant to children, youth, and families. The position involves teaching courses in Preventive Psychology and Child Health Psychology for the M.A. program in Applied Psychology as well as undergraduate courses in Adolescence and Child Development. Maintaining an active research program in child health/mental health risk prevention is expected in addition to related community outreach and service. Early intervention within a family context for risk factors such as accident prevention, exercise, nutrition, drug experimentation, and violence as well as resiliency and stress management are examples of research areas of particular interest. An earned Ph.D. in Psychology with a specialization in child health/mental health risk prevention, a substantial record of research, and the potential to secure extramural funding to further the research agenda are essential. Penn State Capital College is a multi-campus college of Penn State University with locations in suburban and downtown Harrisburg, and 60 miles north in rural Schuylkill County. The multiple campuses, and location in the state capital, provide a base for accessing a variety of populations for research purposes. Additionally, Penn State University's College of Medicine is located in Hershey, PA, a few miles from the suburban Harrisburg campus. The area provides easy access to major northeast cities including New York, Washington, DC, Baltimore, and Philadelphia. Capital College has approximately 4,500 students, 180 of which are Psychology majors. **Review of applications will begin October 1, 1999 and continue until the position is filled.** Submit a letter of interest, vita, and contact information for at least three references to: Chair, Psychology Search Committee, c/o Mrs. Dorothy J. Guy, Manager of Human Resources, Penn State Harrisburg, Dept. APA, 777 West Harrisburg Pike, Middletown, PA 17057-4898. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. **PA6**

CARNEGIE MELLON UNIVERSITY. The Department of Social and Decision Sciences seeks to fill two positions in the broad

area of information technology and social behavior. We anticipate hiring at the assistant professor level, but will consider candidates at any level. Candidates should have a Ph.D. in a social or behavioral science, information systems or a related discipline and a strong record of research on information technology and its interaction with human, organizational or societal behavior or strong evidence of research potential. New hires will contribute to undergraduate courses in information systems development, as well as elective undergraduate and graduate courses in related areas, such as Human Computer Interaction, Social Aspects of Computing, Computers in Organizations, and Information Economics. Technical skills and experience in information systems development are a plus. To apply, submit a resume, a statement of teaching and research interests, and at least three letters of reference to: Information Technology and Social Behavior Search, Department of Social and Decision Sciences, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Review of applications will begin on October 1, 1999. More information about the department and the position is available at <http://sds.hss.cmu.edu/>. *Carnegie Mellon University is an Affirmative Action/Equal Opportunity employer and encourages applications from women, minorities, and persons with disabilities.* PA7

Two Tenure-Track Assistant/Associate Professor positions, Department of Human Development and Family Studies, College of Health and Human Development, THE PENNSYLVANIA STATE UNIVERSITY. The Department of Human Development and Family Studies is seeking two faculty colleagues whose research focuses on prevention research at the individual, family, or community level. We are seeking researchers/scholars who take a developmental approach to preventive intervention. These faculty join a growing faculty focused on Prevention Science and assist in building its graduate program. Faculty will also have appointments in the Prevention Research Center (<http://www.hhdev.psu.edu/centers/prevent.htm>). Foci might include the prevention of problem behaviors (delinquency, school failure, family dysfunction), the promotion of social and emotional competencies, the effectiveness of early intervention programs, the development and evaluation of systems change to build integrated community prevention for children, youth, and families, etc. Experience in applied human development/human services settings is desirable. The Department of Human Development and Family Studies (<http://www.psu.edu/dept/HDFS/>) administers graduate, undergraduate, and research programs focused on individual development from infancy through old age, on family structure and dynamics, on the impact of social/cultural contexts on devel-

opment and family functioning, and on the design and evaluation of intervention methods to promote development. The Department's multidisciplinary faculty includes expertise in developmental, clinical and community psychology, public health, sociology, education, and anthropology. An earned document in the behavioral or social sciences and the promise of outstanding scholarly accomplishments are required. Send curriculum vitae and support information (e.g., reprints, preprints, letters from three references) to: Sheila Bickle, Staff Assistant, Prevention Research Search Committee, 211 Henderson Building South, Department B, College of Health and Human Development, The Pennsylvania State University, University Park, PA 16802. Applications and nominations will be reviewed beginning immediately and will continue until a suitable candidate is found. **"PENNSTATE IS COMMITTED TO AFFIRMATIVE ACTION/EQUAL OPPORTUNITY AND THE DIVERSITY OF ITS WORKFORCE"** PA8

The Department of Psychology at **CARNEGIE MELLON UNIVERSITY** anticipates a faculty opening at the Assistant or Associate Professor level in each of three areas: **COGNITIVE PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY, and SOCIAL/PERSONALITY/HEALTH PSYCHOLOGY.** Within cognitive psychology, the focus is on complex mental functions, and relating it to computational modeling and/or brain function is an asset. Within developmental psychology, we seek candidates who focus on mechanisms of cognitive, motor, perceptual or social development, using a variety of rigorous methodologies. Candidates with interests in the relation between cognitive development and instruction are also encouraged to apply. For the social/personality/health psychology position, we are interested in persons studying stress and coping, relationships, emotions, or personality, especially in relation to mental and physical health outcomes or health relevant biological endpoints. Researchers in these areas with degrees in social, personality, clinical, or health psychology are encouraged to apply. Candidates should have an exceptional research record as well as excellent teaching skills. Send vita, statement of research interests, representative publications, and three letters of recommendation addressed to "Chair, appropriate area: cognitive, developmental, or social, Search Committee, Carnegie Mellon University, Pittsburgh, PA 15213". Application deadline: December 1, 1999. *An affirmative action/equal opportunity employer.* PA9

CARNEGIE MELLON UNIVERSITY seeks tenure-track faculty in Organizational Behavior and Theory in the Graduate School of Industrial Administration, for appointment at the untenured level.

Candidates should demonstrate achievement of, or potential for, excellence in research and in teaching MBA, doctoral and undergraduate students. Accomplished academic training in organizational behavior or theory, sociology, psychology, or related fields is required, as well as a Ph.D. at the time of appointment (Fall, 2000). To apply, submit application letter, vita, publications, unpublished research papers, three recommendation letters by November 5, 1999. Recent Ph.D.s should also submit a copy of the dissertation or proposal. Send to: Professor Laurie Weingart, GSIA - Room 236B, Carnegie Mellon University, Pittsburgh, PA 15213-3890. *Carnegie Mellon is an equal opportunity/affirmative action employer with special interest in identifying women and minority applicants for faculty positions.* PA10

EXPERIMENTAL/APPLIED PSYCHOLOGIST SENIOR ANALYST Established Philadelphia-area firm specializing in custom market research has a position available for a Ph.D. level experimental psychologist. DataTactics services an established client base of 50 companies with consultative and basic market research. We are known for our integration of qualitative and quantitative methods and our sophisticated multivariate data analyses and interpretations. Our protocols employ a variety of decision modeling, perceptual scaling, segmentation, and data reduction techniques. Candidates for this position should have excellent analytical and writing skills and the ability to work with both qualitative and quantitative data. Expertise/interest in medical and pharmaceutical industries and/or strong interest in physiologic/neuro-psychology would make a strong match. The position offers the opportunity to work directly with the principals of the company, a competitive salary, and potential for quick advancement. Send resume and salary requirements in confidence to: Dr. Joyce I. Levy, DataTactics, Inc., 555 Presidential Blvd., Bala Cynwyd, PA 19004. PA11

Social Psychology Tenure-Track Position. **WEST CHESTER UNIVERSITY** anticipates hiring a tenure-track faculty member in Social Psychology at the assistant professor level. We are looking for a colleague whose research interests are in the areas of ethnic, racial, cultural, sexual, or gender diversity. Preference will be given to candidates who express a commitment to teaching courses in research methods in addition to their core area. Candidates must have an active program of research and will be expected to involve graduate and undergraduate students in this research. Finalists will be selected after completion of on-campus interviews, during which each candidate will present a colloquium to demonstrate teaching and research excellence. We are especially interested in recruiting faculty from

under-represented groups. The department of psychology is comprised of 19 FTE faculty and serves over 500 undergraduate majors and 75 master's degree students. Additional information is available at www.wcupa.edu. Completion of the Ph.D. is required before the start of the Fall 2000 semester. Applicants should send a letter identifying the courses they are prepared to teach, a curriculum vitae, 3 letters of reference, no more than 3 reprints or preprints, and a statement of teaching philosophy. Deadline for the receipt of applications is November 15, 1999. Address applications to: Stefani Yorges, Ph.D., Search Committee Chair, Department of Psychology, West Chester University, West Chester, PA 19383. *West Chester University is an Affirmative Action/Equal Opportunity Employer.* PA12

SOUTH CAROLINA

A post-doctoral position in Behavioral Neuroscience is available at the **MEDICAL UNIVERSITY OF SOUTH CAROLINA** to study craving in animal models of drug abuse. Expertise in behavioral testing and rodent surgery is desirable. Please send cover letter, CV, and three letters of recommendation to Ronald See, Ph.D., Dept. of Physiology and Neuroscience, 167 Ashley Avenue, MUSC, Charleston, SC 29425. E-mail: seere@musc.edu. AA/EOE. SC1

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. For full consideration, all materials must be received by November 1, 1999, but applications will be accepted until the position is filled. Appli-

cants 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. **EOE/M/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*

THE UNIVERSITY OF TEXAS AT DALLAS SYSTEMS NEUROSCIENTIST The Cognition and Neuroscience Program of the School of Human Development at The University of Texas at Dallas seeks a Systems Neuroscientist whose research interests address behavioral, cognitive, perceptual, neuropsychological and/or plasticity issues. This individual will add to our multidisciplinary strengths in systems and in cellular neuroscience, neurophysiology, computational and neural modeling, cognitive aging, memory, language, and perception. Appointment is tenure-track at the assistant or associate professor level, beginning in the 2000-2001 academic year. For information, contact Dr. L.T. Thompson, Neuroscience Search Chair (tres@utdallas.edu). Cognition and Neuroscience at U.T. Dallas (see www.utdallas.edu/dept/hd) is a strong and growing graduate (Ph.D.) programs, with top academic ratings and excellent research facilities; we also offer a B.S. in Neuroscience. Send a curriculum vitae and four letters of reference to **Academic Search #564, The University of Texas at Dallas, PO Box 830688-M/S AD23, Richardson, TX 75083-0688**. Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicants begins October 15, 1999 and continues until the position is filled. *The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration. TX3*

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*

VERMONT

POSTDOCTORAL RESEARCH FELLOWSHIP IN SUBSTANCE ABUSE Research fellowship (2-3 years) available in a treatment research clinic/laboratory at the **UNIVERSITY OF VERMONT**. Assist in the development, conduct, and publication of studies on behavioral treatments for marijuana dependence and with laboratory studies of marijuana withdrawal. The University of Vermont has a stimulating research environment in the substance abuse field. Ongoing clinical and laboratory research programs on cocaine, opiate, nicotine, and alcohol dependence offer additional collaborative opportunities. Please contact or send vitae to: Alan J. Budney, Ph.D., Research Associate Professor, Departments of Psychiatry and Psychology, University of Vermont, 200 Twin Oaks Terrace, Suite 9, S. Burlington, VT 05403. Telephone: 802-865-3333; FAX: 802-865-3396; e-mail: abudney@zoo.uvm.edu. **VT1**

VIRGINIA

PSYCHOLOGY MARY WASHINGTON COLLEGE invites applications for a full time tenure-track assistant professor position in psychology beginning in August 2000. The successful applicant should be able to teach general psychology, statistics, applied research methods and other upper-level courses currently offered in our curriculum. Area of specialization is open, but the candidate should have a strong commitment to teaching undergraduates and directing them in independent research. A Ph.D. in psychology is required; priority will be given to candidates

who have successfully taught the above courses. Submit a statement regarding how your teaching interests match the teaching needs of our department as indicated above, and of how you would involve undergraduate students in research. Also, send letter of application, vita, graduate transcripts and three letters of recommendation that specifically address teaching expertise and experience to: Psychology Search, Mary Washington College, 1301 College Avenue, Box 615, Fredericksburg, VA 22401-5358. Deadline for receipt of materials is 5 p.m., October 15, 1999. Postmarks will not be honored. Send e-mail inquiries to Dr. Steve Hampton, Chair, shampton@mwc.edu. *The College and department are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply.* For more information about this position and our department, see <http://departments.mwc.edu/psyc/www/position.html>. **VA1**

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

FACULTY POSITION IN EXPERIMENTAL HUMAN NEUROPSYCHOLOGY. THE UNIVERSITY OF WESTERN ONTARIO, Department of Psychology, invites applications for a probationary (tenure-track) position at the Assistant Professor level in the field of human neuropsychology. Duties will include graduate student supervision, graduate and undergraduate teaching, and maintaining an active research program. The area of research interest is open

but priority will be given to candidates with expertise in the neural bases of language, memory, emotion, or social behaviour. Individuals doing patient-based research are particularly encouraged to apply. Applicants should submit a vita, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2 by October 31, 1999. The scheduled starting date is July 1, 2000. This search will remain open until a suitable candidate is found. This position is subject to budgetary approval. In accordance with Canadian Immigration requirements, priority will be given 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. **CN1**

FACULTY POSITION IN PERSONALITY/SOCIAL, MEASUREMENT, OR DEVELOPMENTAL PSYCHOLOGY, WITH EXPERTISE IN UNIVARIATE AND MULTIVARIATE STATISTICS AND EXPERIMENTAL DESIGN. The Psychology Department at THE UNIVERSITY OF WESTERN ONTARIO invites applications for a tenure-track or tenured position at the Assistant or Associate Professor level in personality/social, measurement, or developmental psychology. The successful applicant will be expected to provide statistical consulting to students and colleagues, teach univariate and multivariate statistics and experimental design at the graduate level, provide graduate student supervision, and maintain an active research program in his or her substantive research area. The primary selection criteria will include research excellence and productivity, and ability to provide statistical consultation. Applicants should submit a curriculum vitae, statement of research and consulting experience and interests, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2 by November 1, 1999. Review of applications will begin immediately and continue until the position is filled. 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 quali-*

fied individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities. CN2

The Department of Psychology at the UNIVERSITY OF BRITISH COLUMBIA invites applications for four tenure-track positions, all of which will begin on July 1, 2000. Subject to the availability of funds, the positions are budgeted at the Assistant Professor level with the possibility of an appointment at a higher rank for a female applicant with exceptional qualifications. In all cases, we are seeking individuals with strong research records appropriate to a research-oriented doctoral program, who have a strong commitment to undergraduate and graduate teaching and to supervision of graduate student research. Applicants whose research can help build bridges with other UBC departments and institutes are of particular interest. Candidates are invited to apply in the following areas: (1) **Cultural psychology.** (2) **Judgment and decision-making, reasoning, or other higher cognitive processes.** (3) and (4). **Clinical psychology.** Candidates for these two positions should be clearly able to complement UBC's APA and CPA accredited scientist/practitioner clinical training program, which currently has strengths in psychopathology and behavioral medicine. Candidates with an expertise in addictive behavior are being sought with respect to one of these positions. The second is open to qualified applicants in any specialty field of clinical psychology. In addition to teaching, research and supervision of students, applicants for these positions are expected to conduct clinical practicum supervision and to obtain registration in the province of British Columbia. Salaries commensurate with experience. *The University of British Columbia hires on the basis of merit and it is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.* Applicants should send a curriculum vitae, samples of their scholarly work, and at least three letters of recommendation, prior to December 1, 1999, to: Chair, Faculty Search Committee, Department of Psychology, University of British Columbia, 2136 West Mall, Vancouver, B.C., V6T 1Z4. **CN3**

UNIVERSITY OF OTTAWA: Psychology. Subject to budgetary approval, the School of Psychology of the University of Ottawa anticipates filling three tenure-track positions effective July 1, 2000, at the Assistant Professor level. Priority will go to applicants in the areas of 1) clinical psychology (with a preference for adolescent, child or family psychology), 2) quantitative methods in psychology, and 3) social psychology. Applicants should meet the following minimum requirements: Doctorate in

Psychology and research competence. Fluency in French and English (i.e., ability to teach in both languages) is essential. The minimum salary for the current academic year is \$45,352. Applications should be received before November 1, 1999. Submit a letter of application, curriculum vitae, names and addresses of three individuals who will be sending letters of reference, and reprints of two recent publications in refereed journals or other visible evidence of scholarly publication to: Dr. Henry Edwards, Acting Assistant Director, School of Psychology, Lamoureux Hall, University of Ottawa, Ottawa, Ontario, Canada, K1N 6N5. *In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Equity is a University policy, and as such, the University strongly encourages applications from women. CN4*

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. **CN5**

UNIVERSITY OF CANTERBURY CRIMINAL JUSTICE/FORENSIC PSYCHOLOGY

Applications are invited for the tenured position of Associate Professor (US equivalent = Professor) in the Department of Psychology in the subject area of Clinical Psychology. The purpose of the position is to develop the Department's existing strengths in the area of Criminal Justice/Forensic Psychology. The appointee will have a strong record of research in the area of criminal justice/forensic psychology, with an emphasis on criminal behaviour. Proven ability in graduate-level teaching in Clinical Psychology is also required. The minimum qualifications on appointment are a Ph.D. degree and a postgraduate qualification in Clinical Psychology. The appointee would teach a postgraduate course in Criminal Justice Psychology, contribute to the Department's Clinical programme and to undergraduate courses. The Department has a large number of female students and the appointee must be able to provide appropriate academic support for this group. Applicants should supply evidence of their clinical teaching experience and research productivity and potential, including reprints of recent significant publications. The Department of Psychology enjoys a good working relationship with the New Zealand Department of Corrections, which partly fund this position. It is expected that the appointee would develop this relationship further. In addition to research funding available from the university and other agencies, additional funding may be available from the Department of Corrections. The successful applicant would be working in a strong and forward-looking Psychology Department, and would be part of a team of four clinical psychologists whose approach is cognitive-behavioural and who are dedicated to excellence in research and teaching. The University of Canterbury offers generous leave provisions and support for attendance at international conferences. There are also very good opportunities for private practice in the city and strong links exist between the university and the wider clinical psychology/mental health community. The University is situated in Christchurch, the largest city in the South Island of New Zealand (population 350,000). It has excellent cultural, sporting and social opportunities, and with its geographical position close to the Southern Alps and the Pacific Ocean, it offers abundant opportunities for outdoor recreation. The quality of life is high, and superior housing is available at reasonable cost. Academic enquiries about the position should be made to: Dr Anthony McLean a.mclean@psyc.canterbury.ac.nz. Full details are available at: www.canterbury.ac.nz, from the address below, or from acad.appts@regy.canterbury.ac.nz. Applications, quoting Position

Number PS52, must reach The Human Resources Registrar, University of Canterbury, Private Bag 4800, Christchurch, New Zealand, by 30 September 1999. *The University has a policy of equality of opportunity in employment. NZ1*

CLINICAL PSYCHOLOGY THE UNIVERSITY OF CANTERBURY, New Zealand, invites applications for the tenured position of Senior Lecturer or Lecturer (equivalent to US Associate Professor or Assistant Professor) in the Department of Psychology in the subject area of Clinical Psychology. Clinical training in the Department is committed to scientist-practitioner general cognitive-behavioural orientations. Applicants with research interests in any relevant area of psychology will be

considered. However, special consideration will be given to the area of Clinical Child and Family Psychology. The appointee would be one of four academic staff responsible for the subject area of Clinical Psychology at the postgraduate level and would have a proven ability in graduate-level teaching for the professional preparation of clinical psychologists. The minimum qualifications on appointment are the Ph.D. degree and a postgraduate professional qualification in Clinical Psychology. The Department of Psychology has a large number of female students and the appointee must be able to provide appropriate academic support for this group. Job sharing or other innovative employment practices could be considered. Applicants should include evidence of their professional

and clinical teaching experience in their application. It is expected that evidence will be provided of research productivity and potential, including copies of recent publications. The successful applicant would be working in a strong and forward-looking department dedicated to excellence in research and teaching. The University of Canterbury offers generous leave provisions and support for attendance at international conferences. There are also very good opportunities for private practice in the city and strong links exist between the university and the wider clinical psychology/mental health community. The University is situated in Christchurch, the largest city in the South Island of New Zealand (population 350,000). It has excellent cultural, sporting and social opportunities,

and with its geographical position close to the Southern Alps and the Pacific Ocean, it offers abundant opportunities for outdoor recreation. The quality of life is high, and superior housing is available at a reasonable cost. Academic enquiries may be made to Dr Steve Hudson, Director of Clinical Training: s.hudson@psyc.canterbury.ac.nz. Full details are available at: www.canterbury.ac.nz, from the address below, or from: acad.appts@regy.canterbury.ac.nz. Applications, quoting Position Number PS59, close on 8 October 1999, and must be addressed to The Human Resources Registrar, University of Canterbury, Private Bag 4800, Christchurch, New Zealand. *The University has a policy of equality of opportunity in employment. NZ2*

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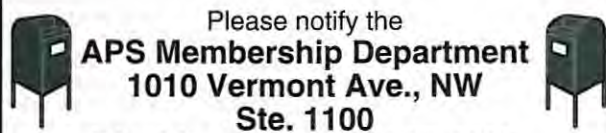


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