APS Has A New Website

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Welcome to APS, the leading national organization dedicated solely to the science of psychology.

About APS
APS News
Washington Update
APS Membership
This website is your one-stop source for the latest information about the Society and the field of psychological science research.

www.psychologicalscience.org
See story on page 8.

Glucksberg To Edit PS

As of January 1, 2000, the masthead of Psychological Science will include a new name at its helm. Princeton University’s Sam Glucksberg has been named the next editor of APS’s flagship journal, and it is a choice that has been applauded by all.

“What Sam Glucksberg brings to the editorship—and shares with previous editors William Estes and John Kihlstrom—is a breadth of interests and expertise that goes beyond research per se,” said Robert Bjork, who served on the selection committee that chose Glucksberg for the post. “He is also interested in public affairs, in the well-being of psychology as a science, and in behavior and society more generally. Sam Glucksberg, by virtue of his skills, his interests, and his commitment to psychology as a science, is exceptionally well qualified to be the next editor of Psychological Science.”

APS President Elizabeth Loftus called Glucksberg perfect for the role: “We are fortunate to have such a fine psychological scientist to edit our flagship journal,” she said. “Sam has made major contributions to the field and is one of those few true generalists full of wisdom.”

Glucksberg will begin receiving manuscripts January 1, 1999, and his name will appear on the masthead as editor in the January 2000 issue. Glucksberg is the third

NCI Renews Commitment To Behavioral Research

With a recent reorganization that put behavioral science at the top of its priority list, the National Cancer Institute (NCI) is quickly on its way to becoming one of the most attractive federal funding agencies for psychological research.

“We would like to see behavioral research related to cancer address and analyze behavior at multiple levels and range from the basic to the applied,” said Robert Croyle, who was tapped last summer to head up the new Behavioral Research Program housed in the also-new NCI Division of Cancer Control and Population Sciences (DCCPS).

“What we envision is a more comprehensive and integrated approach to cancer-related behavioral science, in which large-scale interventions will be informed by behavioral science, and at the same time, basic behavioral science related to cancer will be informed by the most pressing public health issues in cancer prevention and control.”

In the reorganization, NCI’s former Division of Cancer Prevention and Control was disassembled and DCCPS became the focus for NCI-sponsored research in behavior and other aspects of cancer control. APS Member Barbara Rimer was appointed the first director of the new division, which

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November 1998

Glucksberg
The Memory Police

Elizabeth Loftus
President
American Psychological Society

Earlier this year, Chicago prosecutors dropped charges against two boys, ages 7 and 8, who had supposedly confessed to murdering an 11-year-old girl. Later, new evidence hinted that the killer was an adult, and that the confessions had been extracted by improper police interrogation. In a September issue of The New York Times, psychologists James Wood from the University of Texas-El Paso and Sena Garvena from the University of Nebraska published an op-ed piece that presented psychological research findings bearing on why coercive interrogations can be so dangerous, especially when used on children. Psychiatrist Robert M. Galatzer-Levy used the same case as a vehicle for telling readers of The Chicago Tribune about research on the questioning of children.

Reading these two excellent essays reminded me that the world presents us with ever-changing events, many of them gripping, upon which our research findings may bear. By relating these events to psychological science, when feasible, and putting our thoughts in print, we accomplish several goals at once (I love efficiency). We educate the public. We remind people of the value of psychological science, and, in the process, we hopefully make a small dent in psychological literacy.

Inspired by what my predecessors did with the Chicago case and the findings in their area of expertise, I decided to try my hand at an op-ed piece on a different subject. It may not be great, but you have to start somewhere. If I don't find a newspaper outlet, that's OK, if I've led even one of you to try this idea for yourself. — E.L.

We've heard a lot of talk about memory lately. Memory for phone calls that were made months earlier—who made the call, where it was made from, who called whom first. Memory for documents that may have been received months or years earlier, and for pivotal business decisions in which one might have been involved. Memory for gifts—what were they, when were they received, and who initiated their return. Memory for sex—who did what, where it was done, who did you tell and when did you tell it? President Clinton, Al Gore, Monica Lewinsky, Betty Currie, Vernon Jordan...

They're all being microscopically examined about events that occurred weeks, months, and even years in the past. They are being pressed for memories that they may not possess now, even if they possessed them at one time. They're being judged based on assumptions about memory that are questionable at best.

Case in point: The Starr Report advances a theory of memory in numerous places. On details of sexual encounters that occurred between President Clinton and Monica Lewinsky months and years before, it asserts "there can be no contention that one of them has a lack of memory or is mistaken."

And when questioning Clinton during his August 17, 1998, Grand Jury testimony about sexual relations and with whom he discussed them, Prosecutor Sol Wisenberg invoked his memory model: "That is something that one would be likely to remember, right?" Commenting for NBC News during a break in the September public airing of the President's Grand Jury testimony, Jonathan Turley said that the President had gaps in his memory on points that people would be expected to remember.

To get in the swing of things, you might try right now to remember back to last New Year's Day—who was the first person you called on the phone? Going back to 1997, did anyone contact you to make a donation for a charity, political effort, or other cause? Who was it? What gifts did you give during the holidays of 1996? And that sexual encounter that you had in 1995—the third one, not the second one—what body part did you touch first?

What should we expect people to remember about the past? Psychological science has now produced a century of research on memory that helps us answer this question.

Memory can be pretty accurate if people have paid attention, not much time has passed, and no suggestive or leading interviews are used to extract the sought-after information.

If you have a standard script that you always follow, then you can use it to produce an accurate report even if you don't really remember. If you always wear your seat belt and are asked after a nasty accident whether you were wearing one at the time of the crash, you can obviously rely on your scripted knowledge to produce the accurate "Yes I was 'memory.'" If virtually all weddings involve the verbal expression "I do" then you might readily "remember" that you spoke those words—even decades later. But once we depart from these ideal conditions, our memories become pieces of truth mixed with shards of creation. They can be rich in truth, but also in imagination. We know that memory fades over time for virtually all types of details. Verbataim memory for conversations shows significant declines in a matter of days, even if the core gist of what was said stays around a lot longer.

Even experiences that you think you'd never forget, like sexual ones, are misremembered according to government-sponsored research comparing diary recordings to later recollection. When it comes to all kinds of experiences, people routinely take in information from other sources, such as the media or suggestive questions, and unwittingly allow it to alter, distort or contaminate...
Glucksberg From Page 1

editor of the journal and is preceded by Kihlstrom and founding editor Estes.

Kihlstrom called Glucksberg “a wonderful choice” for Psychological Science editor.

“He is a distinguished cognitive psychologist and he has broad interests extending into social, personality, and even clinical psychology,” the current editor said. “Psychological Science has grown remarkably in its first 10 years. Submissions are approaching 300 per year, page counts have grown by 25 percent, and the papers we publish get many citations. It is an exciting journal to edit and I think it is an exciting journal to read. Sam will have fun in this job and the field will profit from his efforts.”

Kihlstrom also added that, in addition to his academic and professional credentials, Glucksberg is an “all-around nice guy.”

“I hope the journal continues to thrive and that it becomes even more useful and influential to psychology and related disciplines,” said Glucksberg. “It has served its purposes extremely well, and I am looking forward to the challenge of overseeing its growth and development.”

What’s Ahead

Glucksberg comes to Psychological Science with some specific ideas about what he wants to contribute to the journal.

“My major hope—in terms of the growth and development of Psychological Science—is to include more varied content in the journal,” he said. “I would like to see more social/personality, developmental, clinical, and neuroscience represented.”

Glucksberg also plans to encourage articles with interdisciplinary approaches that not only include research across the different subareas of psychology and psychological theory, but that also explore research interacting with disciplines such as biology, sociology, linguistics, and anthropology, for example. “Many issues and problems in psychology require multiple approaches, and I would like it to be known that we are open to interdisciplinary work,” he said.

Another of Glucksberg’s ideas for the journal was inspired by the Presidential Symposium at the 1998 Convention that explored the connections between basic and applied research. (The symposium was organized, incidently, by his wife, APS Past-President Kay Deaux.)

“The Presidential Symposium explored several important and interesting research programs. Two examples of such research included the application of signal detection theory to medical decision making, and research on taste leading to new and efficacious ways to treat mouth and tongue pain,” he said. “I think that the readership would be interested in articles featuring research that started out as basic and was then put into practice—basic research that has paid off in interesting ways.”

Glucksberg also hopes to tap into the important social and public policy implications of the research presented in Psychological Science. He cited as an example the May 1998 article, “A Quantitative Trait Locus Associated with Cognitive Ability in Children,” in which trait loci associated with general cognitive ability were investigated for several groups of children selected for high or average cognitive functioning. The last paragraph of that article makes important statements about both the limitations and potential misuses of the research reported in the article.

“When such research is reported, I would encourage authors to explicitly address those issues and implications,” he said. “I think such issues are important enough to merit fuller coverage, either by the authors themselves, or in the form of a commentary by an appropriate reviewer. I would try to have social/public policy implications explored and examined as parts of general or research articles, as commentaries, or, occasionally, as freestanding general articles.”

Glucksberg applauds the work of current Psychological Science editor Kihlstrom and said he hopes to continue and expand on Kihlstrom’s efforts to obtain essay-type book reviews.

“As for the journal’s format, I think the current mix of general and research articles and commentaries is a good one. I do not plan any changes, other than to follow up on the suggestion from John Kihlstrom to publish invited substantive essay reviews of important books or collections of books,” he said.

Background

Glucksberg is currently professor of psychology at Princeton University, where he has taught and conducted research since he joined the faculty as an instructor in 1963. He chaired the depart-

Call for Nominations
APS Board and President-Elect

The APS Elections Committee seeks nominations to fill the position of APS President-Elect and two vacancies on the APS Board of Directors. Board members serve three-year terms, and the President-Elect serves a one-year term and assumes the presidency at the end of that term, followed by a term as Past President.

Both the President Elect's term and that of each of the two APS Board of Directors positions begin at the end of the June 1999 APS Convention. Elizabeth Loftus, of the University of Washington, is the current President, and Elizabeth D. Capaldi, of the University of Florida, is the current President-Elect. Board members whose terms are expiring in 1999 and for whom replacements are being sought are Stephen Ceci, of Cornell University, and John Darley, of Princeton University. Past President Kay Deaux will also be leaving the Board.

The four continuing Board members are: Robert W. Levenson, University of California-Berkeley
Henry L. Roediger III, Washington University in St. Louis
Jerome E. Singer, Uniformed Services University of the Health Sciences
Joseph Steinmetz, Indiana University

The Elections Committee includes:
Kay Deaux, Chair
Milton D. Hakel
Henry L. Roediger III
Sandra Scarr
Joseph Steinmetz

In the spaces provided, please name up to two individuals to serve on the APS Board and one individual to serve as APS President-Elect. Elections will take place in Spring 1999.

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

I nominate the following for the APS Board:

(1)
name
address
city state zip
phone
email

(2)
name
address
city state zip
phone
email

I nominate the following for APS President-Elect:

(1)
name
address
city state zip
phone
email

Send nominations by December 31, 1998, to:
Kay Deaux, Election Chair
American Psychological Society
1010 Vermont Ave., NW Ste. 1100
Washington, DC 20005-4907

November 1998
Painting by Number

National Institutes of Health Budget is a Pretty Picture

Just up the hill from where the van Gogh exhibit is attracting hoards of art-lovin', line-standin', traffic-stoppin', gallery-fillin', genius-appreciatin' tourists and natives alike, a masterpiece has just been completed that should similarly delight psychology researchers: the fiscal year (FY) 1999 budget for the National Institutes of Health (NIH).

It began with a sketch from the President and other artists at the White House, portraying an increase of more than 8 percent for FY 99. With that as an outline, Congress colored in some remarkable scenarios, with the House of Representatives appropriations committee proposing a 9.4 percent increase for NIH, and the Senate appropriations committee proposing 14.7 percent increase.

So far, this follows the traditional NIH budget process in Congress: the House ups the President’s request, and the Senate goes even higher. The next step in the traditional process is that the House and Senate would split the difference to come up with a final compromise number. But as everyone knows, this hasn’t been a traditional year in Washington. Here is where they went artsy on us. The House agreed to the Senate number, even a brush stroke more, giving NIH an astounding shade less than 15 percent increase for FY 99. That’s $2 billion more, which brings the NIH budget to $15.62 billion.

When this year’s budget process began, APS, along with a coalition of organizations advocating for health research, asked Congress to give NIH a 15 percent increase this year as part of a push for doubling the NIH budget over five years. In response, many legislators wondered whether NIH could absorb such a large amount of money so quickly. Addressing that question in his testimony on this year’s NIH budget, APS’s own artist in residence (and a guy with two ears) Executive Director Alan G. Kraut said: “I can assure you that behavioral science research can. We are poised, both in terms of the role of behavior in causing serious health problems and in terms of the field’s capacity, to proceed in a number of critical directions. ”

“As the Committee already knows,” said Kraut, “critical health concerns are reflected in such questions as: What goes on in the thinking of young people that leads them to start smoking, drinking, or taking drugs? What are the behavioral underpinnings of craving? When in our development do we acquire the behavioral patterns that may be with us for a lifetime? What are the connections between stress and health? What are the root causes of violence? What can we do to help memory as we age? And there are many others.”

Kraut asked Congress to encourage NIH in several areas, including behavioral science training and peer review at NIH overall as well as behavioral science initiatives at individual institutes. Many of these topics were subsequently addressed in congressional report language accompanying the NIH budget.

The Art of Science

Clearly, Congress sees NIH as a national treasure. The question is, will this additional $2 billion result in a renaissance for behavioral science? The good news is, the same people in Congress who provided this enormous increase also expressed strong support for a number of behavioral science initiatives at NIH.

If you think of the budget as a mural, this one includes a number of vignettes depicting behavioral science in all its glory. Those vignettes come in the form of the Senate’s budget report language that highlights behavioral science at different Institutes. This language accompanies the Senate’s version of the NIH budget, and expresses Congress’ preferences for how NIH spends its money. A summary of the items stemming from APS efforts follows. The complete language appears in the box elsewhere on this page.

At the overall NIH-level, the Senate is monitoring the reorganization of behavioral science peer review, saying that the reorganization should provide an opportunity to strengthen NIH’s behavioral science infrastructure. Also, prompted by NIH’s lack of response to recommendations from the National Academy of Sciences to increase National Research Service Awards in behavioral science.

SEE BUDGET ON PAGE 22

Excerpts from FY99 Senate Appropriations Report on NIH
(S. Rpt. 105-300)

Office of the NIH Director

Training – The Committee received the Director’s response to the 1994 National Academy of Sciences recommendations on training needs for health research. The Committee appreciates NIH’s decision to increase stipends as recommended, but is concerned that the NAS recommendations for increasing the number of awards in behavioral science, health services research, oral health, and nursing were not included in this decision. The Academy articulated compelling national needs for increased training in these areas and its recommendations were developed with every awareness of the cost implications. Given the importance of a stable supply of high-quality scientists in the areas specified in the NAS report, the Committee urges NIH to revisit the NAS recommendations. The Committee would like to receive a report on NIH’s system for considering the NAS recommendations and establishing training policies in general.

Office of Behavioral and Social Sciences – The Committee has included $12,853,000 for the Office of Behavioral and Social Sciences. The Committee understands that behavioral science is an area of exceptional promise for understanding and ameliorating some of the Nation’s most serious health concerns, many of which are due to behavior, and commends OBSSR for its efforts to increase the visibility of behavioral science at NIH. The Committee is concerned that OBSSR’s budget is extremely limited and urges the Director to examine OBSSR’s budget in order to increase the number of cross-NIH behavioral research and training initiatives.

Peer Review Reorganization – The Committee notes with interest that NIH is in the process of reorganizing its systems for reviewing research grant proposals. This reorganization was triggered by the integration of systems of NIMH, NIDA, and NIAAA, which is adding considerably more neuroscience and behavioral science research as an opportunity for NIH to significantly strengthen its behavioral science infrastructure. Because of the enormous budgetary and public health implications of NIH grant review, the Committee will continue to monitor this reorganization, including a plan for evaluating the changes by September 30, 1998.

National Institute of Mental Health

Basic Behavioral Research – For several years, the Committee has urged NIMH to strengthen its portfolio in basic behavioral research and prevention. The Committee continues to see basic behavioral research and prevention as two of NIMH’s core responsibilities and urges the Institute to establish, in consultation with leading experts from the field, specific research and training initiatives to develop the base of theoretical knowledge on behavioral aspects of mental health, mental illness, and prevention as a means of improving the connections between basic and clinical research.
Psychological Science Makes Strong Showing in NSF’s KDI Grants

Behavioral science made a very strong showing when the National Science Foundation (NSF) recently announced the grants awarded through its agency-wide Knowledge and Distributed Intelligence initiative—a program that fosters interdisciplinary research into the effects of the explosive growth in computer power and connectivity, particularly how it is reshaping relationships among people and organizations, and how it is transforming the discovery, learning, and communications processes.

Of the nearly 700 research proposals received, 40 grants were funded, and of those 40, about a fourth of the projects included a significant cognitive/behavioral/psychological science aspect.

"I am quite pleased with how well these sciences did. We received many good projects and we would have liked to fund more," said Michael McCloskey, NSF’s KDI coordinator.

Given that less than 6 percent of the total proposals received were funded, APS Member and Michigan State University Professor John M. Henderson said he feels especially privileged to be among the recipients.

"This is particularly gratifying," said Henderson, who is a principal investigator (PI) on the KDI project Sequential Decision Making in Animals and Machines. "Beyond that, I’m very happy that the grant was funded because I’m very excited about the project itself. The investigators on the project represent a unique combination of researchers from cognitive psychology, computer science, and zoology all focused on a problem that cuts across biologically and artificially intelligent systems. This is an issue that is relevant to any mobile agent, whether it be biological organism or a robot, so the knowledge we gain from the project should be relevant to many disciplines.

Henderson’s project and fellow investigators on that project illustrate the interdisciplinary nature and intent of the KDI program, which, according to NSF Director Rita Colwell, "will change the way scientists collaborate and the way they prepare to examine the world as they seek new frontiers for discovery." Through KDI, NSF aims to:

- achieve the next generation of human capability to generate, model, and represent more complex and cross-disciplinary scientific data from new sources and at enormously varying scales;
- transform this information into knowledge by combining and analyzing it in new ways;
- deepen the understanding of learning and intelligence in natural and artificial systems;
- explore the cognitive, ethical, educational, legal, and social implications of new types of learning, knowledge, and interactivity; and
- help scientists collaborate in sharing knowledge and working together.

The program is funded by all six NSF research directorates and the NSF Office of Polar Programs. The nearly 700 proposals were reviewed by an advisory panel of 235 experts representing the full spectrum of scientific disciplines.

"The KDI initiative at NSF comes at a critical time in the development of the behavioral sciences, and cognitive science in particular. There is the potential for great scientific payoff from support of interdisciplinary teams that are studying similar issues from different perspectives," said Henderson. "Interdisciplinary collaboration is exactly the direction behavioral science must move, and the KDI initiative is a great way to accelerate that movement. Behavioral scientists have a great deal to offer to researchers working in other disciplines, and of course we also have much to learn from our colleagues in related disciplines. Ultimately, this kind of interaction will help behavioral science continue to grow, because it will help make even more clear to those in other disciplines that we have much to offer in terms of both basic empirical facts and theoretical analysis."

Carnegie Mellon University’s Sara Kiesler, who is a PI on a KDI program called Multidisciplinary Collaboration, said the KDI program reaches beyond the typical NSF grant.

"The KDI grants...allow NSF to identify and support research on problems they think won’t otherwise be addressed," said Kiesler, an APS Charter Fellow. "These grants also support programs of research that could not be funded in the usual way because of their high cost. In my case, we’ve got a program of research spanning three disciplines, four universities and one company. It includes three PIs, and three co-investigators, and graduate students at each academic institution. The work allows for multiple methods and approaches to the same general problem, ranging from basic lab experiments to surveys to design and testing of new software."

APS Member Jack Loomis, of the University of California-Santa Barbara (UCSB) is principal investigator on a KDI grant with his UCSB colleague and APS Charter Fellow Jim Blascovich. The project, Virtual Environments and Behavior, involves using immersive virtual environment technology (IVET) to pursue research in four areas of basic research: education and learning, visual perception, social psychology, and spatial cognition.

"Because social psychology is an area that has not yet embraced the new technology, Jim and I are most excited about the proposed research in this area," he said. "One direction that especially fascinates us is the creation of natural social interaction in IVETs where each interactant experiences others almost as though they were there in person. We also want to establish the viability of IVET as a research tool in social psychology more generally."

Interdisciplinary collaboration is exactly the direction behavioral science must move, and the KDI initiative is a great way to accelerate that movement. Ultimately, this kind of interaction will help behavioral science continue to grow.

JOHN HENDERSON
MICHIGAN STATE UNIVERSITY

November 1998
The APS Internet Connection

APS Launches A New Website: www.psychologicalscience.org

Last month, APS unveiled its new and improved website. By accessing www.psychologicalscience.org members may now enjoy all of the features and information available on the previous APS website along with new information and accessories that make the new website an even more valuable resource.

"We are very excited about the new website and think that members will find it very useful in getting information about their membership, the convention, APS publications and activities, and much more," said APS Executive Director Alan G. Kraut. "APS Members are particularly experienced on the Internet and it is important that APS's website meet their expectations."

The new website is really a work in progress, said APS Director of Communications Elizabeth Ruksznis.

"While the new site contains a full array of important and useful information on APS that is easy to find and access, we are looking forward to using the feedback we receive in the next few months from members to make it even more effective and useful," she said. "We expect to make further improvements and additions in 1999 and to continuously maintain the site to keep it as timely as possible."

The new site is divided into eight main sections: About APS, APS News, Washington Update, Membership, Convention, Publications, the APS Student Caucus, and Links. In addition, there is a search option and question/comment form.

The About APS section includes a complete Board and staff directory as well as information on who belongs to APS, its history, and its bylaws. APS News features press releases and news articles regarding APS as well as news releases on articles from the APS journals.

Washington Update highlights how APS works for its members on Capitol Hill and within the research funding agencies. APS testimony before Congress and APS letters updating funding and research news is also included, in addition to information and .pdf files of the Human Capital Initiative publications.

Current and potential APS Members can get information about APS membership opportunities, prices, and benefits on the new site's Membership section, which also features a membership application and a change of address form. Meanwhile submission, registration, and housing information for the 1999 APS Convention in Denver is available in the Conventions section, in addition to the dates and locations of the current and future conventions.

Links to the Psychological Science and Current Directions sites, as well as information on the Observer—including the job listings and advertising instructions—are available through the APS Publications section of the website.

The Washington Update section of the new website includes information on what APS is doing on behalf of its members on Capitol Hill and within the federal funding agencies. In addition, information on and copies of the Human Capital Initiative reports are available.
future meetings. A .pdf file of the Denver 1999 Call for Submissions, which includes presentation submission, registration, housing and travel information, is available and can be read using Adobe Acrobat software. The Acrobat software can be downloaded at no charge from the Adobe site, which is linked from the APS Website.

The Publications section includes links to the APS journal pages, which are maintained by the journals’ publishers, and information on the Observer. The job listings—a popular feature of the current site—are included in the new site, as well as information on ad submission, including rates, deadline dates, an advertising submission form, and a FAQ that answers questions frequently asked about advertising in the APS Observer.

The APS Student Caucus section, which is maintained by members of the student caucus, remains the same with a brief description and link directly to APSSCnet. The Links page includes a large number of links to other psychological organizations, funding agencies, scientific societies, and research information.

The search option allows site users to search the entire site for a particular word or concept and the question/comment form allows members and non-members to contact APS directly with opinions, questions, and concerns.

“I hope that members will find the site easy to navigate and complete with the information they need,” said Ruksznais. “In the future, we plan to add elements such as a members-only section, an online membership directory, and interactive content features that will allow members to submit presentations, register, and even plan their daily convention schedule through the website. I encourage members who have opinions and suggestions for additions and changes to the website to contact me at ewr@aps washington dc.us or through the website.”

**UNDERGRADUATE RESEARCH UPDATE**

NIH’s AREA Program Valuable Resource for Research Support

In the September 1998 Observer, we looked at some of the opportunities, progress, and roadblocks in psychological research at the undergraduate level. In response, many APS Members have written to highlight research efforts at their own institution and express support for undergraduate research at all kinds and sizes of undergraduate institutions.

APS Member Joe Hatcher, of Ripon College, was concerned that the story did not discuss the small liberal arts college at which undergraduate research is already fully entrenched in baccalaureate training. “Certainly my colleagues and I spend more time teaching than do colleagues at research institutions,” he wrote. “But part of what we teach is research, and we devote a great deal of time to encouraging and requiring undergraduates to do meaningful research.”

We also received many requests for information about programs and other opportunities available for funding research at the undergraduate level. In response, we are pleased to provide the following information about the Academic Research Enhancement Award (AREA) program at the National Institutes of Health, which gives support grants to investigators at schools that typically do not receive much research money from the funding agency.

The Academic Research Enhancement Award (AREA) program of the National Institutes of Health (NIH) gets a ringing endorsement from psychologists and other scientists conducting behavioral and biomedical research in organizations where research is often not the most visible activity.

Designed to stimulate research in educational institutions that provide baccalaureate training for a significant number of the Nation’s research scientists but that have not been major recipients of NIH support, AREA grants are also intended to involve students in research so that they will be encouraged to pursue graduate studies in the sciences. And, of course, AREA grants are intended to support meritorious scientific research.

That the AREA program is successful in achieving its objectives is attested to by several psychologists who hold these grants.

APS Member Suzanne H. Mitchell, of the University of New Hampshire, called the program especially valuable to researchers who are just starting out. “Completing the application was not as daunting as completing an R01 and having some success in earning funding encourages me to apply for other awards,” she said.

Her project, which is supported by NIH’s National Heart, Lung and Blood Institute (NHLBI), is attempting to develop a method to measure the value of cigarettes to regular smokers. Just as smokers choose to smoke cigarettes now rather than choose not to in order to preserve their health in the future, her project offers smokers a choice between cigarettes now and various delayed, uncertain, and possibly harder-to-achieve rewards. The various experiments examine factors that might influence the value of cigarettes on these choice tasks like the availability of substitutes for cigarettes.

APS Member Julian R. Keith, of the University of North Carolina-Wilmington (UNCW), says that “because we are primarily an undergraduate university, our financial resources—and ability to compete effectively for them—are limited relative to many colleges and universities with PhD programs and medical schools. The NIH AREA program and universities such as UNCW are an ideal match. We have talented faculty and students eager to solve important scientific problems. The AREA program facilitates our productivity as scientists and teachers, and in turn, provides a foundation from which to further expand our research programs and compete with for funding through programs such as R01.”

The goal of Keith’s research project (also supported by the NHLBI) is to identify variables that explain why some people who undergo coronary artery bypass graft surgery experience significant declines in cognitive performance. To do this, comput-
Member Profile

Science on the Other Side

When Deborah Klein Walker goes to work each day, she doesn't wear a lab coat. She isn't teaching freshman or lecturing at seminars to graduate students either. But the APS Fellow is using her background as a developmental psychologist to fill the shoes of her current position.

Walker is the assistant commissioner for the Bureau of Family and Community Health in the Massachusetts Department of Public Health. "The Bureau of Family and Community Health is the largest bureau in the Massachusetts Health Department," she said. "We are responsible for the continuum of preventative, primary care and other services from birth to the grave. This includes maternal and child health, health promotion and disease prevention, primary care, and community health programs."

She is also responsible for the Massachusetts Tobacco Control Program, the second largest tobacco control program in America. "This is a huge program where I interface frequently with psychologists and behavioral scientists in order to fight the tobacco industry to get kids not to smoke, have smoke-free places, and make sure there is help for individuals who want to stop smoking."

Walker's training in behavioral science has been incredibly important to her in her current position, she says. "My training, even though it focused on developmental psychology, is actually quite broad. I really made sure that I had a wide range of skills and experiences. I see myself as a behavioral and social scientist as I have integrated my psychology skills with those of sociology, anthropology, and political science. I am using the paradigm of applied development systems and science everyday to improve the health status and well being of all Massachusetts residents," she said.

From School to Work

Walker received her bachelor's degree magna cum laude and with great distinction from Mount Holyoke College in psychology and her EdM and EdD in human development from the Harvard School of Education. Before heading to graduate school, she worked on the first Head Start Planned Variation Evaluation. "I also did a lot of work in Washington, doing social policy evaluation and applied research," she said.

After graduate school, she joined the faculty at the Harvard School of Public Health and had a joint appointment at the Harvard Graduate School of Education. "At that time I was doing a lot of research in areas like adolescent pregnancy prevention and services with children with special health care needs," she said.

After 12 years in an academic setting, she moved on to her current position.

Taking a Giant Step

For Walker, making the jump from the academic world to the world of government wasn't a difficult transition. "Since I was interested in policy and did a lot of policy and evaluation work with the government, this part of the jump was easy," she said.

What Walker didn't expect was that she would really like the kind of leadership and management in the administration. "This part I have really enjoyed," she said. "I have found that I have been able to tackle a lot of new tasks over time. I have always been able to reinvigorate what I am doing and apply those skills that come from academics to these settings. It has been very exciting, because in applying those skills with a fantastic team here, we have gotten some very good health outcomes in Massachusetts." According to Walker, some of the best outcomes are that Massachusetts now has one of the lowest infant mortality rates and teen birth rates in the country.

"The other thing I have learned is when you jump to the other side, you have to do it in a sustained way," she said. "When it is done systemically and over time, you can..."
start to see incredible outcomes and this is very rewarding."

Another aspect of the job that Walker has enjoyed is the national networking she has been able to do with her colleagues. She is the current president of the Association of Maternal and Child Health Programs and the past chair of the Maternal Child Health section in the American Public Health Association. "I would say that being able to network with others in comparing and analyzing and doing joint support work is one of the reasons why this job has been very rewarding. That kind of national support is key," she added.

What About Research?

For someone who published her first article as an undergraduate student, you'd better believe Walker is still very much involved in evaluation and research. "Now," she said, "my research is more from the applied side, but I am still publishing the research and evaluation I do."

She has authored many policy and research articles on a wide range of issues in child development, education, and maternal and child health. Her current research focuses on early intervention programs and policies; community assessments of health status; service access and utilization; and evaluations of maternal and child health programs, such as secondary prevention programs for pregnant adolescents’ and parenting teens, and community-based infant mortality program initiatives.

Walker is also working on developing new measures for outcomes that can be used in managed care settings. In August, she had an article published in *Health Affairs* on evaluating and monitoring children with special health care needs.

The 9-to-5 World

So, what is an average day at the office like for Walker? She says that no two days are the same.

"This is probably one of the reasons why I like my job," she said. Walker’s average day starts by checking her email and phone messages. She says she is usually in the office early and she does a lot before the staff comes in. When the staff is in, the meetings begin with internal staff, legislators, and commissioners of the different departments.

"These meetings are quite creative and can be exciting if we are doing new projects," she said. "For instance, one new project involves welfare reform. Massachusetts is one of the first states to go up against the time limits in welfare reform. The Department of Transitional Assistance has asked us to do home visits and follow up women who are losing cost benefits. So some days can be very exciting,” she said.

And sometimes there are days that are not as enjoyable.

"Part of the job that I think is hard, but is really key," she said, "is the people relations aspect that involves negotiating between people and encouraging people to work together. In fact, this is a big piece of this job. Sometimes, part of my day may be working in communicating with other states, or special requests."

Through her experience, Walker has noticed that it is hard sometimes for people to get the stereotypical image of the government bureaucrat out of their minds.

"For example, I have a staff of more than 35 people who work on data management systems and evaluation projects. None of them have PhDs—this is definitely not the typical image of the government at the state level."

Take the Plunge?

Walker says that working outside academia in the policy arena is something behavioral scientists should consider, especially in the field of public health. "Psychologists are working in hospital settings and managed care facilities as clinicians," she said. "Psychologists are also working to some extent on children and family systems, but there are very few doing this kind of applied systemic work that is just a natural for psychologists. So, I would like to encourage more people to do this."

Walker says she would like to work on developing bridging programs for psychologists. "I think there are a lot of places in public health where qualitative and quantitative researchers are needed," she said. "They are needed for designing community-based interventions and evaluations, doing population-based studies, and designing functional outcomes. But frankly, those in the health field really don’t know that psychologists have this range of skills. They often think of psychologists only in clinical settings."

*Kristen Bourke*

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**BROAD AGENCY ANNOUNCEMENT**

**U.S. Army Research Institute for Behavioral and Social Sciences**

Basic Research Program

The Research and Advanced Concepts Office of the U.S. Army Research Institute (ARI) for the Behavioral and Social Sciences solicits new proposals for its Fiscal Year 1999 contract program of fundamental research in behavioral science under this Broad Agency Announcement.

The purpose of the research is to add new, fundamental knowledge to behavioral science subdisciplines and discover generalizable principles. Novel and state-of-the-art approaches to difficult problems are especially welcome, as are integrated programmatic efforts to develop and test theory.

For more information contact:

**U.S. ARI**

Attn: TAPC-ARI-BR (6.1)
5001 Eisenhower Ave., Rm. 6505
Alexandria, VA 22333-5600

ARI maintains a website at [http://www.ari.army.mil](http://www.ari.army.mil)
The full text of this announcement may be accessed directly at:

1999 APS Keynote to Address Stereotypes and Society

True or False: Women will never perform as well as men in the areas of math, physical science, and engineering.

True or False: African Americans will never perform as well as Whites in academic domains.

These are two stereotypical questions that APS Fellow Claude Steele will touch upon in his Keynote Address titled, "How Stereotypes Can Shape Intellectual Identity and Performance," that will be delivered at the 11th Annual APS Convention in Denver, Colorado, June 3, 1999.

"I will be talking about the research that I have done over the years which includes looking at how stereotypes in a society can come down to influence individual behavior, particularly in academic performance in groups like women and math and African Americans and academics," said Steele.

APS President Elizabeth Loftus called herself not only a friend and colleague, but also an admirer. "I'm thrilled that he'll be giving the keynote address. His research is a great example of psychological science that, Janus-like, faces in two directions: toward important theoretical discovery and toward solving pressing societal problems."

Steele said that there are two concepts that are central to his work and form a paradigm for understanding the nature of group integration and diversity. The first one, he explained, is stereotype threat—being in a situation where one is at risk of being judged stereotypically—that, in general form, can affect members of any group about whom a negative stereotype exists.

"For example," he said, "if you become aware that you are judged or treated stereotypically in a domain that you care about, this could be upsetting. And if it occurs in an academic domain, as in the case of women and math, for example, or African Americans and academics more generally, this could interfere with your performance."

The other dimension is disidentification—a reconceptualization of the self and of one's values so as to remove the domain as a self-identity as a basis of self evaluation. "My colleagues and I have tested this general theory of stereotype threat and disidentification," he added.

According to Steele, a general theory of domain identification is used to describe achievement barriers faced by women in advanced quantitative areas and by African Americans in school. The theory assumes that sustained school success requires identification with school and its subdomains; that societal pressures on these groups such as economic disadvantage or gender roles, can frustrate this identification; and that in school domains where these groups are negatively stereotyped, those who have become domain-identified face the further barrier of stereotype threat—the threat that others' judgments of their own actions will negatively stereotype them in the domain.

Research shows that this threat dramatically depresses the standardized test performance of women and African Americans who are in the academic vanguard of their groups, that it causes disidentification with school, and that practices that reduce this threat can reduce negative effects.

Steele hopes that his audience gets a better understanding of how stereotypes can influence things that we take as irrepressible, like intelligence and intellectual performance.

Currently, Steele is professor and chair of the psychology department at Stanford University. He has served on the faculties of the University of Michigan, the University of Washington, and the University of Utah. Besides his research on group stereotypes, he is also interested in two other areas. This includes the processes of self-evaluation and in particular how people cope with self-image threat. This work has led to a general theory of self-affirmation processes.

He is also interested in addictive behaviors, particularly alcohol addiction, in which his work with several colleagues has led to a theory of "alcohol myopia," in which many of alcohol's social and stress-reducing effects—effects that may underlie its addictive capacity—are explained as a consequence of alcohol's narrowing
Science and Pseudoscience

Join APS President Elizabeth Loftus in a symposium intended to address concerns about the pseudoscientific ideas that often capture human imagination and sometimes cause harm. In this symposium, she brings together scientists to talk about science and pseudoscience in hopes of shining a spotlight on this important set of issues.

### Bring-the-Family Address

**Is No Monkey Business**

They are small, furry, and have tails. And this year they will be the focus of the Bring-the-Family Address that will be delivered June 4, 1999, at the 11th Annual APS Convention.

"My research involves studying the biobehavioral development of non-human primates and especially rhesus monkeys," said APS Fellow Stephen J. Suomi, of the National Institute of Child Health and Human Development (NICHD). "For the last decade or so, my lab has been looking at individual differences in monkey personality, and how they develop the underlying physiological processes that support those personality differences."

In his address, "Jumpy Monkeys," Suomi will discuss his lab's recent research on rhesus monkeys that have grown up in both field and captive settings, and that show excessive impulsivity in interactions with members of their social group—which often leads to escalating bouts of aggression.

"I am really honored to be selected to give this talk," said Suomi. "I certainly have attended some of the other Bring-the-Family Addresses and I know what kind of audience attends. I think giving this year's address is going to be a lot of fun."

According to Suomi, the tendency to develop impulsive patterns of social interaction, along with a marked deficit in serotonin metabolism, becomes apparent in late infancy and remains remarkably stable throughout development.

"Although the biobehavioral features of impulsivity show some heritability," said Suomi. "It is clear that their expression can be significantly influenced by early social experiences."

Suomi explained that rhesus monkeys born with the "short" version of a polymorphism in a serotonin transporter gene are particularly at risk for both serotonergic dysfunction and the development of impulsive aggressive tendencies—but only in the face of insecure early social attachments.

In contrast, monkeys born with the same genetic polymorphism who develop secure attachment relationships with their mother show little if any impulsive aggression and exhibit normative patterns of serotonin metabolism throughout development.

"In the wild, male monkeys that have this characteristic..."
usually have a very poor prognosis," said Suomi. "The normal pattern for males is to leave their family's social group after puberty, briefly join an all-male gang, and then move into a different social group. These impulsive males are so obnoxious and unsocialized that other group members will not tolerate them and actually kick them out of their social group a year before puberty."

He added that these males are not only kicked out early—while they are fairly weak and not fully mature—but they also lack the social skills not only to get into another troop, but even to be accepted in an all-male gang. "So these males become solitary and most of them perish before a year, never making it to reproductive age," said Suomi.

According to Suomi, this gene is also maintained in some females. "Certain females can also be impulsive and have low serotonin metabolism," said Suomi. "But, even if they are at their worst, they never get kicked out of their social group. They remain participants in their extended family's activities and they tend to reproduce readily and have kids. The one downside is that these females are not usually the greatest mothers."

Suomi is currently in the process of studying what happens when foster mothers instead of biological mothers rear individual monkeys with this genetic risk. "Hopefully we will have some results of this research by the time of the APS Convention," he said.

Throughout the Bring the Family Address the audience will have the opportunity to see slides of monkeys in attractive natural settings. "I will start by giving people an appreciation for how our close biological and evolutionary relatives live. While monkeys are not furry little humans with tails, they do have many characteristics—particularly the richness of their complex social life—that have obvious parallels at the human level," he said.

Suomi hopes to show that monkeys have different personalities and that many of these personalities, especially in their extreme form, show very strong resemblances to the differences in human personalities—not only in terms of behavioral tendencies—but also in terms of the underlying physiological systems that support and contribute to these differences.

"These individuals differences in the monkeys are clearly a product of both genes and environment," he explained. "To consider only differences in genetic heritage or early environmental experience is really not an effective way to study these developmental processes. It is not just one or the other, but a combination. The precise combination is what yields long-standing and essentially permanent personality characteristics."

Suomi serves as chief of the Laboratory of Comparative Ethology at NICHD. He also holds research professor appointments at the University of Virginia (psychology), the University of Maryland-College Park (human development), and the Johns Hopkins University (mental hygiene), and is adjunct professor at Pennsylvania State University (human development) and the University of Maryland-Baltimore County (psychology). He earned his bachelor's degree in psychology from Stanford University and continued his graduate studies at the University of Wisconsin-Madison, where he received his doctorate in 1971. He then joined the faculty at the University of Wisconsin-Madison. In 1983, he left Wisconsin to join the NICHD.

Throughout his professional career, Suomi has been the recipient of numerous awards and honors. He has authored more than 250 articles and has delivered more than 300 invited colloquia, symposium, workshop presentations, and convention papers.
Loomis said the KDI grant will allow them to greatly expand the scope of research using IVET.

“We—along with our eight collaborators at UCSB—are elated at receiving the KDI grant,” he said. “Although this technology has already been adopted by researchers in a number of areas of psychological research—especially perception/action, spatial cognition, human/computer interaction, and treatment of psychological disorders (e.g., phobias)—many other areas in psychology and other disciplines will also stand to benefit, including social psychology, developmental psychology, communication, education, and anthropology,” he said adding that one of the most valuable aspects of the KDI program is its fostering of increased interdisciplinary research relating to information science and technology.

“It is especially important that behavioral scientists participate in this research, for the development of information technology needs to keep the human user as its focus,” Loomis said. “This grant is the first major award we have received as a result of organizing the Research Center for Virtual Environments and Behavior at UCSB. The Center, supported by modest funds from the university, brings together a wide variety of investigators from all major divisions of the university who are interested in pursuing IVET research. The KDI award will help the Center attract additional funding for IVET research beyond the scope of the NSF award.”

APS Charter Member Walter Schneider, of the University of Pittsburgh, received his second KDI grant this year. He is an investigator on a research program called Computational Models and Coordinated Neuroimaging of Learning and Cognitive Function, which advances the mapping of human brain function and the development of computational models of brain structures involved in human cognition.

For Segmental and Prosodic Optical Phonetics for Human and Machine Speech Processing, APS Member Lynne E. Bernstein, of the House Eye Institute at the University of California—Los Angeles, received a three-year award. The goals of her project include: quantitatively characterizing optical speech signals; examining how optical speech characteristics relate to acoustic and to physiologic speech characteristics; studying several fundamental issues in visual speech perception, and applying obtained knowledge to optical speech synthesis.

APS Member Richard Aslin, of the University of Rochester, is one of four PIs on Statistical Learning and Its Constraints. He said that the number of psychologists who have been funded through KDI indicates that in this broad domain of knowledge and distributed intelligence, behavioral scientists have a lot to offer.

“Our goal is to move toward an explanation of the constrained way in which learning occurs,” he said. “Some information is relatively easy to learn, while other information is difficult or impossible to learn, and this ease/difficulty of learning varies by species, by behavioral context, and by age/experience of the learner. By studying learning in different domains, at different developmental ages, and by humans and non-human primates we hope to move toward an account of these constrained learning mechanisms.”

Elizabeth Rukasznis

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November 1998
Letters to the Editor

Editor:

While letter writers are bewailing the "psychological illiteracy" of the public, what about the literacy of the writings and speeches of too many psychologists and graduate students?

A few psychologists write very, very well: the late B.F. Skinner, Don Campbell, Joe McGuigan, Edwin Guthrie, and Frank Geldard come readily to mind, as do Frank Farley, Lee Cronbach, and Anne Anastasi, who are still very much around. William James, of course, is in a class by himself. Though not expecting to emulate such masters, many psychologists write well, or at least clearly. A good editor can fix up their manuscripts without tearing his or her hair out. Some members of our profession, however, appear to be hardly literate.

Sam Messick used to say that there was no such thing as bad writing, just bad thinking. But I would hazard a guess that a lot of these poor writers are also victims of an education system that has long undervalued all writing, and especially writing "right." And we seniors must shoulder a little of the blame ourselves if we don't intervene forcefully as students confuse obscurity with erudition and verbosity with meaning.

Elizabeth Loftus can write and think and delight—a formidable achievement. I hope her article about the curious cat (September 1998 Observer Presidential Column) is put on the must-read list of all of our graduate students, not only for its basic rubric, but also for the style in which she reminds us that it is basic.

SCARVIA B. ANDERSON
HILTON HEAD ISLAND, SC

Editor:

Two recent letters in The New York Times (April 7, 1998, and April 13, 1998) refer to the visionary Austrian physician Friedrich Anton Mesmer (1799-1815), whose belief that hypnotic induction derived from animal magnetism helped establish the foundation of psychotherapy. While animal magnetism as a means for ameliorating mental illness has long been discredited, it is interesting to note that Mesmer's therapeutic protocol survives not as a fact, but as a word "mesmerize" (first recorded in English in 1829), conveying the sense of to enthral, to spellbind, or to fascinate.

ROBERT PERLOFF
UNIVERSITY OF PITTSBURGH

Miscellany

Draft versions of the new National Institutes of Health (NIH) study sections for peer review of behavioral and social science grant applications are currently posted on the internet (www.drg.nih.gov/review/bssmain.htm). The integration of the National Institute of Mental Health, the National Institute on Drug Abuse, and the National Institute on Alcohol Abuse and Alcoholism into NIH has required the integration of the review of grant applications assigned to these institutes into the peer review structure of the Center for Scientific Review (CSR), formerly the Division of Research Grants. The goals of this effort are to assure that CSR study sections in the fields of behavioral and social science reflect current state-of-the-science; create a structure that can adapt to future developments in science; and, ultimately, to ensure high quality peer review that identifies the most meritorious applications for each institute to consider for funding. The drafts were developed by panels of NIH staff and outside experts to create clearer, more effective, comprehensive sections. Watch for more coverage of this in future issues of the Observer.

According to the National Science Foundation (NSF), 73 percent of new psychology doctorates are in the red—compared with only 61 percent of their science and engineering colleagues and 52 percent of all PhDs. According to the recent NSF issue brief, which analyzed data from its survey of earned doctorates, psychologists are also more likely to owe more money: 47 percent owed more than $10,000 at graduation, compared to 32 percent of science and engineering doctorates and 28 percent of all doctorates. According to the Center for the Advancement of Health, the findings suggest a disparity within science. They advocated raising awareness about existing funding sources and increasing the number and value of training grants for health and behavior researchers.

Speaking of the Center for the Advancement of Health, the research report from "Maintenance of Behavior Change in Cardiorespiratory Risk Reduction: Implications from Observational and Intervention Studies and Directions for Future Research," is available on their website (www.cfah.org). The report from the July 1998 meeting examines health behavior change maintenance and outlines gapping research needs. The overall messages of the report include acknowledgments that: behavior is essential to disease prevention; knowledge is necessary but not sufficient for behavior change; and there is still not enough understanding of how to achieve long-term behavior change.

According to the Commission on Professionals in Science and Technology, the number of full-time lecturers and researchers hired to fill faculty positions on contract rather than tenure track is increasing. Apparently the primary reason for this trend is financial: appointments off the tenure track generally cost universities less in salary and benefits than do those within tenure ranks.
People

Recent Appointments, Awards, Promotions...

APS Charter Fellow Donald A. Dewsbury was recently awarded the Exemplar Award of the Animal Behavior Society, for his career accomplishments in the field of animal behavior. He was also awarded the Clifford T. Morgan Distinguished Service Award of APA’s Division 6 (Behavioral Neuroscience and Comparative Psychology) in recognition of his many years of service. Dewsbury is a professor at the University of Florida.

APS Charter Member Robert Epstein was recently appointed University Professor at United States International University (USIU) in San Diego. Epstein received his PhD from Harvard University in 1981 and is known for his work on the creative process. His laboratory is located at the Center for Behavioral Epidemiology at San Diego State University, where he is an adjunct professor. Epstein is also Director Emeritus of the Cambridge Center for Behavioral Studies, which he founded in 1981.

APS Fellow Carol L. Krumhansl was recently elected to a three-year term as president of the Society for Music Perception and Cognition (SMPC). The objectives of the SMPC are to further the scientific and scholarly understanding of music from a broad range of disciplines; to facilitate cooperation among scholars and scientists who are engaged in research in this interdisciplinary field; and to advance education and public understanding of knowledge gained. Krumhansl is a professor at Cornell University where she has conducted an active program of research on the psychology of music since 1980. With collaborators she has investigated varied topics, including the cognitive basis for tonal and harmonic organization, the experience of rhythm and time, melodic expectancy, cross-cultural studies, infants’ sensitivity to phrase structure in music, the perception of musical timbre, and cognitive and perceptual issues in 20th century music. She has been a Visiting Scientist at the Institute for Research on Acoustics and Music, organizer of a Special Project on Music Cognition at the Center for Advanced Study in the Behavioral Sciences, and recently a Fulbright Fellow at the University of Jyvaskyla, Finland, studying cross-cultural music cognition.

APS Charter Fellow Andrew Meltzoff was selected as a recipient of an National Institutes of Health Merit Award. This prestigious award is provided to outstanding scientists supported by the Institute. Meltzoff is a professor and head of developmental psychology at the University of Washington. He received his bachelor’s from Harvard and his PhD from Oxford. A fellow of the American Association of the Advancement of Science, he was inducted as a foreign member into the Norwegian Academy of Arts and Sciences and currently serves on numerous editorial boards.

APS Charter Fellow Peter F. Merenda was recently awarded the New England Psychological Association (NEPA) Distinguished Contributions Award. Merenda, whose research interests span a broad range, with a common thread of a multivariate/psychometric focus, is the co-author of two major text books on educational measurement and bivariate and multivariate statistics. Throughout his career, he has published over 250 articles, technical reports, chapters, and book and test reviews, and has presented over 100 papers, symposia, and invited addresses. He has been a member of NEPA since its beginning. He has served on the NEPA Steering Committee and was its president from 1981-1982. Merenda is retired from the University of Rhode Island.

University of Pennsylvania President and APS Charter Fellow Judith Rodin is one of 20 prominent women put on a ballot by a group called The White House Project in an effort to find the right woman to run for president of the United States. The organization recently announced plans to mail a million of the ballots in 12 states to ask people to pick five women they think are capable of seeking the White House. The group is also planning on placing ballots in magazines including People, Parade, and Glamour. Other potential candidates named on the ballot include Hillary Rodham Clinton, Elizabeth Dole, Bernadine Healy, Donna E. Shalala, and Christine Todd Whitman.

People News Welcomed...

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

APS OBSERVER
American Psychological Society

November 1998
The news media in recent weeks has featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The list is merely a sampling of the media coverage of members.

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


Judith Becker, Univ. of Arizona, YM, September 1998: Sexual abuse


Garrett Berman, Roger Williams Univ., abcnews.com, Aug. 8, 1998: Effectiveness of eyewitnesses

Kelly Brownell, Yale Univ., Shape Cooks, September 1998: Exercise


David Buss, Univ. of Texas-Austin, ABC News Special, Aug. 30, 1998: Love, lust, and marriage


Sybil Carrere, Univ. of Washington, Marie Claire, September 1998: Predicting divorce


Thomas F. Cash, Old Dominion Univ., Allure, September 1998: Intimacy


Lyn Corno, Columbia Univ., The Today Show, Sept. 1, 1998; Readers’ Digest, September 1998: Questions about homework


Gedeon Deak, Vanderbilt University, Parents, August 1998: Trends

David F. Dinges, Univ. of Pennsylvania, abcnews.com, Sept. 2, 1998: Driving and sleep

Robert Emery, Univ. of Virginia, Newsweek, Sept. 7, 1998: Parental influence and child behavior


Barbara Fredrickson, Univ. of Michigan, abcnews.com, Sept. 15, 1998: Body image and women

Masa Aiba Goetz, Glamour, September 1998: Women, their fathers, and self-esteem


Samuel Gosling, Univ. of California-Berkeley, BBC Radio, Aug. 7, 1998: Personality impressions based on bedrooms


William Greenough, Univ. of Illinois-Urbana Champaign, Glamour, September 1998: Increasing efficiency and elasticity in the brain


Judith Langlois, Univ. of Texas, abcnews.com, Aug. 31, 1998: Facial attraction


David Lykken, Univ. of Minnesota, The New Yorker, Aug. 17, 1998; Parental influence

Martha McClintock, Univ. of Chicago, abcnews.com, Aug. 17, 1998: Androstadienone, testosterone, and female mood maintenance

Matthew McGlone, Lafayette College, Psychology Today, October 1998: Rhyme and plausibility judgments of aphorism

Linda Mealey, Univ. of Queensland, Courier Mail, July 2, 1998: Sexual variation; Sunday Mail, July 5, 1998: Assertive mating


J. Bruce Overmier, Univ. of Minnesota, abcnews.com, Aug. 17, 1998: Androstadienone, testosterone, and female mood maintenance


Judith Rodin, Univ. of Pennsylvania, Parade Magazine, Sept. 27, 1998: Voting for a woman for President


David C. Rowe, Univ. of Arizona, abcnews.com, Aug. 31, 1998: Parental influence


Dean Keith Simonton, Univ. of California-Davis, The New Yorker, Aug. 17, 1998: Parental influence

Larry Squire, Univ. of California-San Diego, abcnews.com, Sept. 16, 1998: Animals and memory


Daniel Wegner, Univ. of Virginia, Mademoiselle, September, 1998: Relationships and heartache


Phillip Zimbardo, Stanford Univ., 60 Minutes, Aug. 29, 1998: Prison experiment
Why Not Make Writing Assignments?

Barbara F. Nodine  
Beaver College

I begin this column by throwing down the gauntlet to faculty regarding writing instruction: Your students should write in all of their psychology courses. Exam writing is not sufficient; there should be a variety of written assignments.

When I make these statements, faculty typically explain that though they are conscientious teachers, they cannot follow these prescriptions because:

- "My classes are too large."
- "I don’t have time to read and grade all those papers."
- "Students are bad writers, so writing assignments are an unfair burden on both faculty and students."

These responses reflect faculty misconceptions based on old-fashioned, narrow ideas about writing. This column will refute these beliefs and offer a pedagogically sound conception of how teachers might go about incorporating writing assignments in psychology classes.

Faculty should be as responsible for assigning various writing activities as they are for the decision about what content courses make up the major. Our graduates should be able to interact with the course material they are learning, in writing as well as in speaking and reading.

This column will describe a scheme for thinking about writing assignments to guide faculty in incorporating writing into the psychology major.

Writing-to-Learn Activities  
(Expressive Writing)

Writing activities can be defined in terms of the purpose of the writing and its intended reader(s). Expressive writing is written for oneself for the purpose of understanding a concept or topic. Thus, written reflection on material allows writers to clarify their own understanding of it.

This type of writing can and should be integrated into a lecture class as a form of active learning. For instance, a lecture might be stopped for three minutes, during which time students are asked to do free writing, that is, writing non-stop, without lifting their pens from the page and without concern for spelling or sentence structure. The writing could be in response to a question, such as What is the best explanation for forgetting? or How do you think parents feel when told their child is handicapped?

Purpose

The purpose of expressive writing is for students to react to the content, to gather their thoughts about ideas being presented to them, and to incorporate someone else’s language into their own. The ideas presented in lecture will be more accessible and memorable and better integrated into their thinking.

Often writing activities which ask students to react, summarize, or answer a question are a good beginning for a class discussion. Too often, faculty assume that they are having a class discussion when a few students are talking and the rest are on hold, waiting for this distraction to end and lecture to resume.

When the class discussion is preceded by a short writing interval all students are engaged, not just those few who always participate. Thus, without equipment or handouts, faculty can turn every lecture period into active learning for all the students.

Evaluation

Faculty sometimes misunderstand this type of writing assignment, believing that if they ask students to write they must collect and evaluate the writing. On the contrary, the whole point is for the student to use the writing for self-discovery.

If it was a graded assignment, the purpose would be diverted and students would no longer use this opportunity to incorporate the ideas into their own kind of thinking, but would feel that they had to repeat the teacher’s language as they do when writing a test answer.

On the other hand, if instructors would like students to have some evaluation of what they wrote, they could ask volunteers to read, or ask students to pair up and share their writing. Remember the point is to get thoughts on paper where they can be reviewed and re-examined. A review of what
they wrote in the context of another person's reaction, not necessarily the faculty member's, should stimulate student thought.

**Various Forms**

There are numerous variations of writing-to-learn activities. A particularly adaptable form is to ask students to list three of something (e.g., effects, causes, implications, relevant theories, titles for a paper, titles for a graph) and then select the one that is clearest, best, most important, or even the most unbelievable or ridiculous. That way, students generate a number of alternatives and select from among them, rather than reaching immediate closure on the first answer that comes to mind.

**Journals or Logs**

Another frequently used expressive learning technique is journals or logs. Students are asked to write reactions to required readings or other course activities on a regular basis and often the instructor reads these journals, responding to them, but not grading them. Again, the purpose is to encourage writing that uses the student’s language and ideas for reflecting, remembering, and accentuating the important thoughts.

**Learning-to-Write-Assignments (Transactional Writing)**

We are all familiar with transactional writing; it is manifested in the journal articles we read, the textbooks from which we teach, and the term or research papers we assign. Transactional writing is written to convey information to a public audience, so it contrasts markedly with expressive writing. The student writer of a transactional piece might be describing the results of an experiment, or summarizing literature on a particular topic.

Students majoring in psychology are engaged in learning to write as beginning psychologists. Formal papers, of various types, should be assigned and students should have the opportunity to experience and understand the process of writing such papers through drafts and revisions which are ungraded. The lack of a grade during the drafting process allows students to explore their topics. Grading should come at the end of the process when the students complete their work. Thus, teacher responsibilities for these assignments include the design of the paper assignment, provision of a structure for the students, and a process of evaluation. There are several types of formal papers, so the teacher's instructions will vary with the assignment.

**Laboratory Report Paper**

The ubiquitous lab report has the clearly defined structure of the journal research article. Students often have some difficulty learning to use that structure because initially they are unable to distinguish what material belongs in each section, even though they understand the research project they have conducted.

Understanding how to write the parts of the research paper helps students to understand the research process and to become better readers of research articles. But writing this paper is more than getting the form correct; it is about exploring a topic, connecting thoughts, analyzing concepts, and presenting all of that thinking in a style that the writer expects the audience to read with understanding.

**Term Paper**

There is always the term paper. We assign it at every level of the major, setting expectations differently for freshman than for seniors. The best feature of a term paper assignment is that it allows students to explore topics in which they have an interest. Faculty should make part of the assignment a statement of the purpose of the paper. For instance a term paper might be described as one in which a thorough exploration of a topic addresses a controlling question or thesis statement. An analogy to a Psychological Bulletin article might be made and/or a good example of a student paper might be provided.

- Faculty should indicate length of the paper.
- The type of reference material should be defined; primary sources, number of sources, etc.
- The assignment should describe the audience for whom the paper is being written, usually a peer in the class for which the paper is assigned.

Assigning students to write for an audience with more experience or education background than they have (such as the head of a clinic or the editor of the Annual Review of Psychology) puts them at a disadvantage. Students don’t know what terms or ideas need to be contextualized for that audience. When writing for a peer audience, they understand and can meet the expectations and address the background level of those readers. Faculty assignment and expectations for the term paper will differ, depending on the level of the course and the centrality of the paper to the course goals.

A teacher of Senior Seminar would be unacceptably surprised with a paper written on the same topic or at the same level as a minor writing requirement for students in Introductory Psychology. Faculty expectations for student papers are sometimes implicit and faculty become better teachers by making those expectations explicit.

**Other Learning-to-Write Papers**

You might assign a critical thinking/evaluation paper in which the student takes one journal or newspaper article and evaluates it by criteria taught in the course. Case study papers, in which a description of a patient, novel, short story, or movie is provided for students to analyze from the perspective of what they have learned in a particular course, are another option.

Interviews of people different from themselves with questions generated from the course content are enriching activities that can be transformed into a paper.

**Teaching the Writing Process**

In assigning learning-to-write papers, faculty should teach students something about the writing process. They could be given guidance on how to select and shape a topic, how to begin the first draft, and how to revise and edit. Heuristics, such as writing the introductory paragraph after the first draft is completed, help students understand that writing a paper is a recursive process, not a linear one.

Sometimes requiring the submission of an outline is a valuable step in the process. This step forces the student to conceptualize the whole paper. The negative effect of an outline is that students may follow it slavishly as they write, overlooking connections and creative alterna-

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tives to the outline, which was developed at an early stage of the paper preparation. People in composition studies are divided on the value of outlines.

One way to ensure that rewriting occurs is to ask that a minimum of one to three drafts be handed in with the final paper.

Ideally faculty should read a paper’s first draft, not grading it because that might discourage the student from taking risks on a draft. Short of that, scanning the draft briefly in a student’s presence or arranging a peer review session in class are beneficial activities. Faculty should provide questions that emphasize the peer readers’ description of what they read, more than their evaluation for a peer review session. What does the reader think is the main point of his/her peer’s paper? What organization does the reader use? Are the main points explained fully? Is the introduction engaging?

Faculty Shoulds in Teaching Writing

Rather than assume that students cannot write adequately, or that they should already know how to write a paper, we should assume that students are beginners and that our writing assignments should teach them something. It is a faculty member’s responsibility to teach the assignment, not just grade it, by:

- Defining the paper’s purpose
- Defining the audience for a paper
- Offering some guidance on the process of writing the paper
- Defining plagiarism and the importance of citations
- Providing a model of a student paper
- Providing feedback

Departmental Writing Decisions

Departments should define how their curriculum will build the writing skills they want their majors to have as they graduate. What types of writing should be taught? Each department should answer the following questions:

- Should psychology majors be required to complete (General Education) composition class(e)s or writing intensive class(e)s during the first year or two, or as soon as possible after the major is declared?
- How much experience should a student have using writing-to-learn assignments?
- For what range of audiences should a student have experience writing?
- What purposes and forms of learning-to-write papers should a student be taught?
- How much rewriting experience should be provided?
- What sequence of writing experiences in psychology, from first through senior year, will best bring a student to the competency level sought?

I am probably preaching to the choir, and the readers of this column may not need to be convinced that writing is a valuable skill for students to acquire. I hope they believe that it is a skill that is developed gradually during the college years. Resistance sometimes occurs when faculty are urged to teach writing, perhaps because they believe that they (faculty) haven’t the special knowledge of their peers teaching composition. I have argued that much of the writing that faculty could assign does not even need to be graded—it simply needs to be made part of the way students learn psychology.

Secondly, our expectations should be taught to students, instead of making the assumption that they should already know these things. Simply showing them a good model and telling them about its merits would be good teaching.

Third, faculty should define the several types of writing that their department expects of graduating psychology majors. With these efforts, we will be more proud of our graduates.

Suggested Reading


Barbara Nodine is a professor and chair of the psychology department at Beaver College in Glenside, PA. She was guest editor for a topical edition of Teaching of Psychology on writing and has consulted on writing across the curriculum at dozens of universities. She was editor for an issue devoted to writing topics in learning and learning disabilities and has done research on children’s ability to compose stories. In 1996, she was the recipient of the Society for the Teaching of Psychology Award for Teaching Excellence.

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Sarah Brookhart
November 1998

APS OBSERVER
American Psychological Society
APS Invites Nominations for Fellows
(Effective 9/98)

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 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.

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

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

________________________________________ (your signature)
________________________________________ (printed name)
________________________________________ (address)
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

(telephone)

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

November 1998
contains a new Behavioral Research Program that incorporated current NCI staff and programs while expanding "both our personnel and programs into new areas that reflect a significantly stronger commitment on the part of NCI to behavioral science," said Croyle.

Activity outside the institute has also reinforced interest in cancer and behavior. Last summer's contentious debate in Congress on tobacco legislation—which included possibilities of a funding windfall for behavioral research on smoking and health—placed the issues of behavioral research and cancer in the forefront of the minds of legislators, institute administrators, researchers, and the public.

NCI's commitment to behavioral research also has been bolstered by the latest Senate appropriations bill that specifically addressed behavioral science research at NCI. "The Committee is pleased to learn that cancer rates have dropped significantly, much of this due to the adoption of healthy behaviors. The Committee urges NCI to increase its investigations into the underlying factors that promote the adoption of healthy behaviors as well as those that mitigate such behaviors," wrote the Senate Committee on Appropriations last September. (For more information on NIH appropriations, see story on page 6.)

"Clearly at this time there is strong support both from Congress and from the public health community for behavioral research at NCI and other institutes," said Croyle. "There is now a fairly widespread recognition that behavioral science has a critical role to play in public health efforts. Right now we have a great opportunity to show what psychological science can do in the realm of public health, and a number of people in the public health community will be waiting to see what we can produce in terms of more effective interventions, and more effective tools to be used by public health practitioners."

With the opportunities that the reorganization and refocus on behavioral science at NCI are opening up, there has been no better time for psychological science research at the institute.

"It is a good time for people to be submitting grants," said Croyle. "Right now the environment and the funding picture is very favorable. Because NCI has a very good budget, we are often in the position to support and fund grants that may be below the pay line at other institutes. Right now we have been receiving responses to new RFAs that the behavioral research program has put out. We have one on health communications and we have also just completed funding the second round of grants on youth tobacco use. We also are about to review proposals in response to a basic bio-behavioral research RFA. As the new branches [of the Behavioral Research Division] become developed, we will be developing RFAs related to the research area supported by those new branches as well."

History

The mission of the NCI—the federal government's principal agency for cancer research and training and the largest of the National Institutes of Health institutes—is to conduct and support research, training, health information dissemination, and other programs with respect to the cause, diagnosis, prevention, and treatment of cancer and the continuing care of cancer patients and the families of cancer patients. It also conducts control research for the prevention, detection, diagnosis, and treatment of cancer and for the rehabilitation and continuing care needs of patients.

The Institute came into being in 1937 when President Franklin D. Roosevelt signed the National Cancer Institute Act. The National Cancer Act of 1971 broadened the scope and responsibilities of the NCI.

Research at NCI is divided into four basic areas—cancer biology, cancer risk, cancer interventions, and cancer control—and is aimed at four basic goals: understanding cancer biology; identifying who is at risk and why; developing interventions to prevent, detect, diagnose and treat cancer and enhance survivorship; and bringing research discoveries to the public and to practice. Behavioral research is an important contributor especially to the risk, interventions, and control areas.

Reorganization

"The reorganization was done in response to a number of recommendations, including those from the Cancer Control Review Group chaired by David Abrams," said Croyle. The review group convened in December 1996 to evaluate the full scope of cancer control research activities at NCI, to evaluate current and past activities of the cancer control program, and to identify research areas in which there had been insufficient effort, particularly in the behavioral sciences.

According to the review group's report, A New Agenda for Cancer Control Research (the complete text of the report is available at http://deainfo.nci.nih.gov/ADVISORY/boards.htm), "NCI must make a long-term commitment to develop a more balanced partnership between the biomedical and behavioral/public health to continue to reverse the upward trend in cancer mortality observed over the past century."

The report endorses the establishment of an NCI division dedicated to cancer control and population science and recommends that NCI develop research initiatives in basic behavioral science, primary prevention, screening, and rehabilitation, and facilitate the development of behavioral prevention and control research related to community based activities.

Plans were announced in July 1997 to reorganize what was the Division of Cancer Prevention and Control into two separate divisions: the Division of Cancer Prevention, and the DCCPS. Rimer, then-director of the Duke University Cancer Prevention, Detection, and Control Research Program was tapped to head up the new DCCPS. Rimer served as chair of the National Cancer Advisory Board for three years before her appointment to the new NCI post.

Under the reorganization, DCCPS became the home for studies in populations, behavior, surveillance, special populations,
outcomes, and other aspects of cancer control. It was created from existing programs within the Division of Cancer Prevention and Control and the Division of Cancer Epidemiology and Genetics. DCCPS is organized into three programs, each under the direction of an Associate Director: Epidemiology and Genetics Research, Behavioral Research, and Surveillance Research. In addition, the division includes the new Office of Cancer Survivorship.

Croyle, an APS Member, was named associate director for the Behavioral Research Program. The program was established to develop and implement a comprehensive program of behavioral research at NCI and put more emphasis on developing balanced research portfolios that include a range of research in all areas from basic research to dissemination research and policy development.

The Behavioral Research Program includes six branches: the Basic Bio-Behavioral Research Branch; Tobacco Control Research Branch; the Applied Sociocultural Research Branch; the Applied Cancer Screening Research Branch; the Health Communications and Informatics Research Branch; and the Health Promotion Sciences Research Branch.

"Behavioral science has always played a role in cancer research both in the areas of prevention and also in terms of research concerning the psychological experiences of cancer patients," said Croyle. "What is different is that we now have a program of research that will be more comprehensive in scope and depth. For example, NCI has always been involved in research on smoking and tobacco use. That continues, but in addition we want to strengthen and expand the links between cancer-related behavioral science and basic behavioral science. Often much of the behavioral science that has gone on within the domain of cancer prevention and control research has been done in a way that was somewhat separate from basic behavioral science. We want to strengthen those links and make sure that cancer related behavioral science research is informed by the current state of the art in behavioral science."

Croyle had been a professor of psychology at the Huntsman Cancer Institute at the University of Utah, and held positions at the Fred Hutchinson Cancer Research Center, the University of Washington, and Williams College. He left the University of Utah for the NCI position last summer and has since been working to get all of the branches of the Behavioral Research Program fully operational.

"We are currently conducting the search for the Basic Bio-Behavioral Research Branch and we hope to have that position filled soon," he said. "This branch will play a critical link between many of the other behavioral science research activities at NIH and the behavioral research program at NCI. We hope to stimulate research that connects the wide range of behavioral sciences to cancer prevention research, including at the biological and biopsychosocial level, ranging from behavioral genetics to psychobiological research to research that links behavior to biological processes related to cancer and cancer susceptibility."

Croyle added that while the Tobacco Control Branch and the Applied Sociocultural Branch are up and running, the Health Promotion Branch is not quite fully staffed.

"We will soon be advertising for a branch chief position for that branch," he said. "We will also be advertising additional new

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positions in the future for behavioral scientists. One thing we want to ensure is that we encourage and attract top-notch researchers in the extramural community to apply for these positions.” (For more information on positions available at the DCCPS Behavioral Research Program, contact Croyle at bc136e@nih.gov.)

A Full Agenda

Croyle has some specific immediate and long term goals in mind for the Behavioral Research Program.

“I think first NCI needs to play a more active role in NIH-wide behavioral science activities and programs. Also important is the development and growth of the program by recruiting the best people from the behavioral science community and attracting them into cancer research—either at the NCI or as extramural investigators,” he said.

“In addition, we want to examine and review our research portfolio in behavioral science so that we have a clear idea of what has been accomplished and where research gaps exist. We also want to make sure that the research that we fund in behavioral science is excellent behavioral science research in its own right; that research projects are not, in a sense, purely derivative of behavioral science theory and research, but that they also contribute to the theoretical and conceptual development of behavioral science.”

Croyle looks forward to establishing strong cooperation and collaboration with the Centers for Disease Control and other NIH entities such as the National Institute of Mental Health, the National Institute on Drug Abuse, and the Office of Behavioral and Social Sciences Research.

“NCI, being the largest institute, is in a position to play a more active role in cross-institute behavioral science activities and initiatives,” he said. “In addition we want to be sure that the behavioral research program at NCI is informed by the activities and experiences of the other NIH institutes. One of our long term goals is to be able to better synthesize and disseminate the results of the broad research portfolio that we fund. We want to get a more coherent sense of the results of the diverse body of research that we have supported over the years and make sure that the findings of funded research projects are applied in public health settings. We are very concerned that public health practitioners be using state of the art behavioral intervention techniques. To ensure that happens, we have to do a better job of communicating the results of research findings to those people who are in a position to apply it in public health settings.”

Reviewing the DCCPS research program is also high on Croyle’s to do list.

“One of the things that we will be putting a high priority on is an internal review and evaluation of our portfolio,” said Croyle. “We want to improve our contacts and communications with professional organizations like APS to make sure that we, as NCI staff, and the academic research community are communicating regularly and openly about ways to better support good research related to cancer. We want to reach out to research scientists in psychology and strongly encourage their involvement and interest in cancer related research. We are very interested in identifying links and common conceptual issues between cancer research and basic psychological research. We are going to look for and be very receptive to suggestions about how NCI might work more closely with basic behavioral scientists to expand and improve the conceptual rigor and the effectiveness of cancer prevention and control efforts.”

In addition to reaching out to scientists in order to identify research issues, Croyle said he wants to reach out to scientists through improved training programs. NCI is currently revising and expanding its training programs, including plans for attracting more fellowship applications from behavioral scientists. “Psychologists should expect in the near future to hear more about expanded training opportunities for behavioral scientists who have interests in the cancer area,” he said.

Elizabeth Ruksznis

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ment from 1974 to 1980. After receiving his doctorate in experimental psychology from New York University in 1960, Glucksberg served as a research psychologist at the U.S. Army Human Engineering Laboratories before moving to Princeton. His research interests include language, communication, and cognitive processes.

His editorial experience is broad and includes serving as editor of the Journal of Experimental Psychology: General from 1984 to 1989, and as associate editor for American Scientist from 1967 to 1970. He has served on the editorial boards of Cognitive Psychology, Child Development, the Journal of Psycholinguistic Research, the Journal of Experimental Psychology: Human Learning and Memory, and Metaphor and Symbolic Activity. He has also chaired the American Psychological Association’s Council of Editors.

The Right Stuff

Bjork said that the Princeton University professor’s stature as a researcher and scholar was a key factor in the selection committee’s choice.

“Beyond that important consideration, his reputation—among those of us on the search committee and off the committee who have interacted with him over the years—as a wise and fair person was an equally important factor,” he said. “In a very short period of time, Psychological Science has become one of the most important

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erized tests of attention, memory, perceptual and motor skills, as well as questionnaires assessing anxiety and patients’ self-appraisals of their own cognitive performances during everyday life are administered to heart disease patients who have been treated using angioplasty, and to general surgery patients, healthy age-matched individuals, and young adults from control groups.

Eligibility for the AREA program is open to principal investigators who are faculty members of health professional schools or other components of domestic institutions offering baccalaureate or advanced degrees in the sciences related to health, except those schools or components that have received NIH research grants totaling more than $2 million a year in four or more of the last seven years.

Information on this latter point, on the program in general, and on application procedures is available on the AREA homepage (http://www.nih.gov/grants/funding/area.htm).

Janet Cuca, coordinator of the NIH AREA program, suggests that scientists thinking about submitting an AREA application explore the lists available on the homepage of the AREA grants that have been awarded in the past couple of years in order to see the types of projects that receive support. After reading the program guidelines document, which contains descriptions of the scientific interests of each of the NIH funding institutes, potential applicants are encouraged to communicate with the contact persons listed in the guidelines for the institutes that support the type of research that they would be proposing to conduct.

The feature of AREA grants related to supporting the involvement of students in the research is particularly valuable according to APS Member M. Shelton Smith, of the University of Northern Iowa.

“One of the goals of the program—to enhance the research experience of the undergraduate student—is one that I strongly value,” Smith said. “The AREA program supports the integration of my teaching and my research. One misconception I have heard at my university concerning faculty who are involved in research is that a research focus precludes a teaching focus. I don’t find that to be the case and I point to the major goals of the AREA program as an excellent example. I have found that students working on a federally funded research project take their research experience more seriously. I’m very grateful that such a program exists. It would be very difficult for me to compete with the more research-oriented schools for grant funds.”

Her project, funded by the National Institute of Child Health and Human Development, is a methodological study on improving the measurement of adolescent sexual behavior for adolescents who are functionally illiterate. Three methods of data collection and a variety of factors that might influence responses to sexual behavior questions are being examined, in addition to the issue of social desirability and the direction (over-reporting or under-reporting) in which social desirability appears to influence responses.

With the support of an AREA grant from the National Institute of Mental Health, Warren S. Brown, of the Fuller Graduate School of Psychology and director of The Lee Travis Institute for Biopsychosocial Research, has been studying the cognitive and psychosocial consequences of agenesis of the corpus callosum (ACC) in individuals with ACC versus those with normal intelligence. The project is comparing tests of interhemispheric transfer, tests of cognitive ability, and tests of psychosocial awareness and emotional function in both older children (eight-15 years) and in young adults (18-30 years). Brown believes that the AREA program is “an excellent program for making NIH research support available to worthy projects at institutions without a long history of a high level of NIH research support. In my case, it has allowed research support to clinical psychology graduate students who are often not able to be as intensely involved in research as students in other types of psychology programs, and consequently to make a significant research contribution.”

AREA grants create a research opportunity for scientists and institutions otherwise unlikely to participate extensively in NIH programs to participate in the country’s biomedical and behavioral research effort. Investigators supported under the AREA program benefit from the opportunity to conduct independent research; the grantee institution benefits from a research environment strengthened through AREA grants and furthered by participation in the diverse extramural programs of the NIH; and students benefit from exposure to and participation in research.

For more information on the AREA Program, contact Janet Cuca by email at janet_cuca@nih.gov or by phone at 301-435-2691.

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journals in our field. The goals and format of the journal were well thought out when it was founded, which is one factor in its success, but a good idea goes only so far. A more important factor in the success of Psychological Science has been the commitment and editorial skills of William Estes and John Kihlstrom. The search committee was sensitive to the fact that finding the right person to whom Psychological Science should be entrusted was an important—and far from easy—task. We feel that Sam Glucksberg is the right person, and we are more than pleased that he has agreed to take on this uniquely important assignment.”

Bjork added that the requirements of the Psychological Science editor differ from those of other journal editors.

“Beyond having the skills, endurance, and thick skin necessary to edit any journal that receives as many submitted articles as does Psychological Science, the editor of Psychological Science must have broad expertise, must value all the subfields of psychology as a science, and must have a broad and informed perspective on the field,” said Bjork. “The range of manuscripts that are submitted to Psychological Science is truly daunting. The types of manuscripts differ as well. In addition to research papers, Psychological Science publishes applied papers, literature reviews, and papers that deal with psychological science in public affairs, government, and society.”

APS Executive Director Alan G. Kraut said he is happy that the tradition of excellence in journal editors that began with Estes and continued with Kihlstrom will continue into the next millennium with Glucksberg.

“Sam brings a depth of experience, talent, and integrity that will serve both APS and Psychological Science well,” he said. “I think he is a perfect choice given not only what he can bring to the publication, but also in terms of the tradition of leadership in Psychological Science.”

Elizabeth Ruksznis
November 1998
The Student Notebook

Comps, Anyone? Trials and Tribulations of Comprehensive Exams

Karen M. Falla
Student Notebook Editor

(This article is part one of a two-part series. Part two will appear in the January 1999 Observer.)

Comprehensive exams...qualifying exams...preliminary exams... These are terms which strike varying degrees of fear and anxiety in the hearts and souls of graduate students worldwide. They also elicit expressions of sympathy and compassion from those who have already experienced this ubiquitous doctoral training milestone. Although the dissertation defense is traditionally considered the capstone of doctoral training, the comprehensive exam has been a rite of passage in itself for quite some time.

According to Manus, Bowden, and Dowd (1992), "the foundation of the comprehensive exam solidly rests in the cathedrals and monasteries of middle-ages scholasticism fashioned by Charlemagne in A.D. 800."

As evidence that the emotional turmoil involved in taking comps is not a new phenomenon, Manus et al. (1992) quoted Lloyd (1939) regarding the University of Paris' "conviction that nothing matters quite so much as not to have taken a comp..." I prepared for and took comps, it was very beneficial in helping them to integrate information from multiple content areas.

Joao Forjaz, speaking of her clinical comps at the University of North Texas, said although it was very anxiety-provoking, it helped her develop more confidence in her knowledge and ability to pass the licensure exam as well as enhanced self-esteem for having survived the process. Others, however, believed it was a waste of time, particularly those who had only a few weeks to prepare and often spent huge blocks of time (up to 14 hours a day) studying. This approach seems to have contributed to the burnout some students experienced following comps.

I took my comps less than one month ago (thankfully, I passed). Although I was able to do a reasonable job of anxiety management as I prepared for and took comps, I found the actual test-taking process to be grueling. Putting forth 100 percent effort while answering essay questions as fast as I could for four three-hour blocks was mentally and physically exhausting.

Having survived this ordeal, I believe a person cannot fully comprehend what it is like without having experienced it firsthand, nor appreciate the anxiety such a task can engender. That the grading of comps is a somewhat subjective process often guided by undisclosed criteria is worrisome to students, as is the fact that students have no opportunity to defend their responses on written exams.

The lack of opportunity for mutual discussion and formal accountability to the student regarding how their responses were evaluated also contributes to some students' distress. Another frequent complaint is that successful completion of comps requires mastery of material not covered in any core coursework. Many very good books on recommended reading lists are never introduced or used in any of the program's required classes. If such books are so critical to mastery and integration of knowledge, it follows that they should be staples throughout core coursework and training.

Many students recommend allowing enough time for focused preparation and careful attention to anxiety management. We know that some degree of anxiety is desirable in improving our test performance. At some point, however, it can interfere with our cognitive processing, resulting in a type of cognitive constriction which prevents us from having full access to our fund of knowledge in preparing integrative answers. Most graduate students probably know of a fellow student who prepared well for a test, only to "freeze up" with anxiety at test time.

To see this happen to a bright and motivated person is troubling and can seriously
The Benefits of Mentors: Navigating That Foreign Land Known as Graduate School

"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." — Carl Jung

Imagine yourself in a foreign country: You have no tour guide and you are unfamiliar with the language. Your trip is an exciting opportunity, yet your journey would be incomplete without an insider’s knowledge.

When we think about it, graduate school can be considered analogous to a foreign land. There is certainly a different kind of “jargon” used by academicians within a field, coupled with an entire set of new customs to guide behavior. However, the graduate school journey can be made easier with the skillful guidance of a helping mentor.

Despite what one might initially think, mentoring relationships can be beneficial for both the protege and the mentor. Hall and Sandler (1983) cite several benefits to a lasting protege-mentor relationship: Protégés have the benefit of receiving recognition and encouragement, as well as honest feedback. Mentors can also provide information on behavioral norms in a variety of academic situations, as well as research opportunities. Especially important for a protege is the advice and guidance in long-term career planning that a mentor may provide.

Speaking of the personal benefits of a mentoring relationship, Suzanne Altobello Nasco, a graduate student from the social psychology program at the University of Notre Dame stated, “I was never formally in a mentoring program, but when I got to graduate school, I really attached myself to a third-year student. She really helped me learn the ropes, especially the importance of statistics. She stressed how ‘invaluable’ I would become if I were well-versed in statistics. Thanks to her, I went on to TA undergraduate and graduate statistics classes, as well as becoming the departmental statistical consultant. In addition, I have since gone on to teach statistics on a part-time basis at a local university.”

The benefits do not end there, however. Mentors may profit from such a relationship in several ways. First, mentors benefit from the satisfaction of guiding a mentee through his/her development. Second, mentors can benefit from ideas and feedback given by proteges who are eager to learn.

On this point, Cheryl Rickabaugh, of the University of Redlands noted, “Many of us who have taken positions at institutions that emphasize teaching responsibilities have found that working with student researchers is a particularly fruitful way to teach by collaborating in the research process.”

Finally, mentors can establish a network of former students who may collaborate on projects, thus increasing the mentor’s power and recognition.

The development of effective mentoring can also benefit one’s institution in several ways. Hall and Sandler (1983) state that mentoring relationships can increase productivity of students and faculty, can prevent attrition within graduate programs, and can facilitate cooperation and cohesion for those involved in mentoring relationships.

Perhaps most important, however, is the experience individuals may take with them when developing a career; a successful graduate certainly reflects positively on a graduate program.

In addition to all these benefits, the development of a mentoring relationship can culminate in a lasting friendship. What may start as a guided “tour” through graduate school can develop into so much more. The APSSC is developing a Mentorship Program whereby students from all subdisciplines of psychology can benefit from this important experience. If you are interested in learning more about becoming a “tour guide” through that exciting foreign land we call graduate school, please contact me at kym@scs.unr.edu.

As the Mentorship Committee Chairperson, I can give you more information about our program. I encourage all students who would like to participate as mentees, as well as advanced graduate students and professionals who would like to serve as mentors, to partake in this rewarding opportunity. After all, with a little help, learning the graduate school dialect isn’t so difficult. Kymberley K. Bennett
Comps from Page 28

Shake that person's confidence.

Perhaps an ideal comps design would allow students to demonstrate their mastery of a subject area using a method suited to their individual learning and performance styles. We know from empirical evidence that people have different ways of learning depending on their cognitive patterns of information processing. Thus, some people may do well under time-restricted written exams while others may do better at preparing reports synthesizing multiple areas of information. Likewise, those with strengths in verbal expression may do better at an oral defense. Perhaps by offering several options for comps, each believed by the faculty to be a valid measure of academic mastery, programs could allow students to choose the method best suited to their strengths, increasing their probability of successful performance.

Clearly, there is more than one valid way of assessing a construct, including that of academic mastery. I believe we may benefit from applying our current understanding of individual differences toward redesigning and/or fine-tuning the methods we use in conducting comps.

Will this centuries-old tradition be abolished or significantly enhanced any time soon? Some improvements have already been made over recent decades. For example, the use of word processors for typing answers instead of handwriting them allows for students' ease of composing and editing, professors' ease in reading the answers, and some degree of anonymity (hopefully enhancing objectivity in grading).

We can, however, be grateful for much greater improvements in the dissertation defense. David Baker, of the University of North Texas, said that early students of psychology, most studying in the German University, had to post announcements inviting the public to their dissertation defense. Max Meyer, who took his dissertation at the University of Berlin in 1896, had to conduct his defense in Latin.

Thankfully, some things do change.


Excerpt from Page 6

National Institute on Aging
Cognitive Aging – The Committee is pleased that NIA is examining its portfolio in cognitive psychology and in related behavioral aspects of aging. Understanding the effects of aging on such cognitive functions as memory, language, attention, and communication is critically important in addressing many of the serious health concerns of our elderly population, particularly in underserved and rural areas. The Committee strongly encourages NIA efforts in this area.

National Institute of General Medical Sciences
Training – The Committee encourages NIGMS to support behavioral research training as part of its mandate to support basic research training in all areas of health-related research.

National Institute on Drug Abuse
Behavioral Science Research – The Committee understands that in many cases behavioral intervention is the only available treatment for drug addiction, and that even in instances where medications are available, behavioral intervention is required. Recent NIDA research shows that the effectiveness of newly developed medication for cocaine addiction is contingent on having a behavioral intervention first. This example underscores the important role of behavioral intervention in addressing and preventing drug abuse and addiction. The Committee continues to support NIDA's expansion of its behavioral science portfolio and views NIDA as a model of how to approach its behavioral science and public health responsibilities.

National Institute on Alcohol Abuse and Alcoholism
Behavioral Research on Alcoholism – The Committee understands that NIAAA is expanding its behavioral science research activities with new initiatives in the social psychology of group identification; behavioral genetics to understand the biological and environmental factors in vulnerability to alcoholism; the psychophysiology of alcoholism; and basic behavioral research on craving and on the effects of alcohol abuse on memory and cognition. The Committee strongly encourages the Institute to continue this expansion and looks forward to hearing about progress in these areas.

Training – The Committee strongly encourages NIAAA to adopt the B/START (behavioral science track awards for rapid transition) mechanism for training new behavioral science researchers to enhance efforts to expand its basic behavioral research portfolio.

Health Services Research Plan – The Committee understands that the National Advisory Council on Alcohol Abuse and Alcoholism has developed a comprehensive plan for health services research, Improving the Delivery of Alcohol Treatment and Prevention Services. The Committee views health services research as an essential part of alcohol treatment and prevention, and would like the Institute to report on its progress in implementing this plan during the next round of appropriations hearings.

National Institute on Nursing Research
End-of-Life Health Research – The Committee understands that NINR has been designated the lead Institute in a new NIH initiative that addresses health issues at the end of life. The NINR initiative emphasizes improved treatment for pain and improved diagnosis and treatment of behavioral symptoms such as cognitive problems, delirium, and depression. With its research in symptom management, decisionmaking for patients, care giving, and optimal environments for critically ill patients, the Committee feels that NINR brings impressive experience to this research effort and commends the Institute for its leadership in this area.

National Institute on Child Health and Human Development
Behavioral Research on Child Development – The Committee understands that NICHD has undertaken several steps to strengthen its commitment to behavioral research and training, to include an initiative entitled: “Progress and Promise in the Behavioral Sciences” and a reorganization of the Institute’s behavioral research programs into a new Child Development and Behavior Branch. The Committee commends these actions and urges NICHD to develop a plan and a timetable for implementing the findings of the progress and promise initiative.

National Cancer Institute
Behavioral Science Research – The Committee is pleased to learn that cancer rates have dropped significantly, much of this due to the adoption of healthy behaviors. The Committee urges NCI to increase its investigations into the underlying factors that promote the adoption of healthy behaviors as well as those that mitigate against such behaviors.
Beverly Ione Fagot
1938-1998

Beverly Fagot, Charter Member and Fellow of APS died March 27, 1998, of breast cancer. She was born in Phoenix, Arizona, where she graduated from West High School as class valedictorian in 1956. She earned a bachelor of arts degree from Occidental College in 1960 and a PhD in psychology from the University of Oregon in 1967. Her husband of 38 years, APS Fellow Robert Fagot, their sons Brian and Clark, daughter-in-law Mariann, granddaughter Alexis, parents Albert and Dorothy Fields, and sister Vicki Cooley survive her.

After receiving her degree, Fagot worked in the office of academic advising, serving as director of the office from 1969 to 1977. In 1977, she moved into a tenure-track position at the University, becoming an associate professor in 1981 and 1982, and, since 1992, a research scientist. She divided her time between the latter positions until her death. In addition to APS, Beverly Fagot was on the editorial boards of Child Development and Developmental Review, was a Fellow in the American Psychological Association and a member of the Society for Research and Child Development, the International Society for Infant Studies, the International Society for Behavioral Development, and the Society for Research in Child and Adolescent Psychopathology. She is the author of more than 80 publications in gender role development and family processes, with another 20 papers in press or submitted at the time of her death.

The interest in children that led to Fagot's career as a developmental psychologist began in her undergraduate years with a summer job as lifeguard in south Phoenix. She spent half-days there watching preschoolers in the wading pool and became fascinated with the ways young children think and play. Her remaining time was spent with adolescents from this diverse, low-income population; she saw them as bright and articulate but alienated from the school and society which seemed to have discarded them. These experiences were the bedrock of her research career. She never lost her sense of wonder and fascination for the developmental processes nor her concern for the ways in which it can go awry. Her early work with Gerald Patterson established an interest in family processes and sex role development. She wanted to understand why some children have trouble growing up and why gender is such an important variable in children's development.

At Celebrating the Ordinary Life's Work of Beverly I. Fagot, a gathering convened at the University of Oregon in May, to honor Fagot's many accomplishments, Dare Baldwin, of the University of Oregon, introduced a distinguished group of colleagues and former students who spoke of Beverly's accomplishments and influence as they experienced them professionally and personally.

Eleanor Maccoby, of Stanford University, discussed Fagot's extensive research on gender, describing her as a "respected intellectual sparring partner" with whom she shared "the kind of interchanges that give spice to intellectual life." Beverly's first published paper on gender, "An In Vivo Analysis of Reinforcing Contingencies for Sex-Role Behaviors in the Preschool Child," with Patterson, established that contrary to current thinking boys and girls differed in their preferences for toys and activities at least by age three and that observation of real live children was necessary to ascertain what was going on. This finding carried the implication that two-year-olds have begun to establish gender identity and adopt sex typed behaviors. Focusing on toddlers and following several groups of them into later years, Fagot demonstrated that much of the socialization of sex role behavior took place in peer groups. For example, she found that girls tended to respond positively to other girls, regardless of what they were doing. Boys responded positively to other boys only if their behavior was masculine or neutral; their responses to other boys doing feminine things were swift and punishing. These results were considered surprising at the time, but have been supported by subsequent research.

Fagot saw the necessity of the next step: determining how these reactions affect future behavior. This work relied heavily on indirect observation, and during the 1980s she and graduate student Richard Hagan made major contributions to observational methodology, including the development of coding systems, methods for training coders, and the use of technological advances such as video equipment and hand-held computers. During these years developmental psychology had become strongly cognitive, and Fagot's findings of early sex typing did not fit easily into the cognitive-developmental view of early mental capabilities. But tests requiring verbal responses could not show what very young children can do and know; a clearer picture of early gender awareness was needed.

Fagot's subsequent work on gender sought to integrate its behavioral and cognitive manifestations. As a graduate student, I became involved during this time. We found categorical perception of male and female faces in infants well under one year of age, suggesting that learning about gender is a process that probably begins at birth. We also developed a nonverbal test with which we showed that most children discriminate between the faces of men and women in response to gender labels by the time they are two, and use labels for boys and girls correctly before they are three. Accurate labeling, we believed, was the point at which children are becoming consciously aware that they and others belong to one sex or the other, and can use this knowledge to guide their own behavior. In keeping with Fagot's insistence on showing that laboratory findings are relevant to naturally occurring behavior, she demonstrated accelerated sex typing in relation to labeling; for example, aggression rates dropped sharply in girls who had mastered labels for boys and girls.

At this time gender schema theory was gaining prominence and provided a useful framework for bringing cognitive and behav-

CONTINUED ON NEXT PAGE

November 1998
ioral aspects of sex typing together. A series of studies investigating the acquisition and content of children’s gender schemas followed, demonstrating that children early on begin to acquire not only the usual beliefs about which sex has or does what, but infer associations of a more metaphorical nature. For example, children are inclined to see a bear as a boy kind of thing, whereas butterflies are for girls. Much of this work was funded by grants from the National Institute of Child Health and Human Development (NICHD) and the National Science Foundation (NSF). Gender was a primary focus in many of Fagot’s studies, and was always a variable of interest in her family studies.

Kate Kavenaugh, of the Oregon Social Learning Center, discussed Fagot’s work on parenting and family processes. Two longitudinal studies were made possible by major grants from the national Institute of Mental Health (NIMH) and NICHD. These projects follow several groups of children from infancy or early childhood through adolescence. Fagot remained firm in her belief that family processes must be studied over time and various constructs studied in relation to each other. These constructs included attachment, temperament, play, discipline, instruction, and scaffolding, among others.

In addition to standard measures such as the Strange Situation, she used direct observation, laboratory tasks, extensive interviews, and a battery of attitude, clinical, and demographic measures. Where satisfactory measures were not available she invented them with the help of students and colleagues. She looked at differences in the ways boys and girls were treated by and reacted to parents, and at the dynamic tension created by parental warmth as an understudied aspect of parents’ socialization procedures, and was a strong advocate of instructional discipline. As she put it, “to be effective, discipline must stop misbehaviors and teach the correct or appropriate behaviors.”

Fagot considered fathers the forgotten element in family studies, with little research showing what fathers actually do. Moreover, when information on fathers is available it is often filtered through the eyes of the mother of child. She asked whether fathers directly affect the developing child or do so indirectly through their support or nonsupport of the mother, and how different styles of fathering affect the child. These projects will continue under the direction of former students Leslie Leve and Philip Fisher. Other family process studies included the differences in parenting behaviors and outcomes in parents who identified their views as traditional, particularly with regard to sex roles, and those who did not; the effects of other caregivers such as teachers and day care providers; and studies involving families where abuse had occurred.

Mary Rothbart, of the University of Oregon, and Sandra Morgen, Director, Center for the Study of Women in Society (CSWS) and also of the University of Oregon, spoke of Beverly Fagot’s many contributions of the psychology department, CSWS, the university, and the community. Rothbart described Fagot as a devoted teacher and advisor to graduate students, whose devotion was returned in the respect and affection of students, friends, and colleagues. Rothbart remarked that as a half time professor Beverly “continually contributed more to the department than may full time faculty.”

For example, at the time of her death, Beverly was working with five doctoral students and a number of masters and honors students, more than any but one of the full time faculty search committees. At the university level she served in the Faculty Senate and President’s Advisory Council. Her service to the community included work with Birth to Three, an education and support organization for new parents. Planned Parenthood, and the Eugene Relief Nursery. Rothbart also mentioned some of Beverly’s “leisure” activities and adventures: swimming, skiing, hiking trails from Canada to Mexico, kayaking and rafting, riding a mule in the mountains of Baja California, traveling, studying rock art, and voracious reading.

Sandra Morgen told of Fagot’s assistance to CSWS, where she served on or chaired a number of committees. Beverly’s work on the Research Grants Committee was especially valuable. She was an incisive reviewer who insisted on strong standards of excellence, but in keeping with her beliefs on parenting, criticism was always accompanied by suggestions for improvement. She was committed to CSWS and was known there, as elsewhere, as a mentor she worked hard and always followed through on her commitments and responsibilities. As Maccoby noted, Fagot had strong feminist concerns, and “wanted a fair shake for girls and women and wanted to understand the process whereby sustainable progress toward gender equality could be brought about.” I would add that Beverly wanted a fair shake for everyone. She wanted the information upon which decisions and changes were based to have come from rigorous research findings accurately reported. She abhorred the misuse of data to serve a particular point of view.

Ruby E. Brown, of the Arlington Community Mental Health Center, spoke eloquently of Beverly Fagot as teacher and mentor. In preparing her remarks, Brown talked to present and former graduate students about their experiences with Beverly as mentor, dissertation chairperson, advisor, and friend, and of the void left by her loss. Mulling over the students’ statements and her own experiences, Brown conceptualized graduate education as a developmental process, a “recapitulation of the human developmental period from infancy to young adulthood... compressed into a four-year... span of time.” Like an infant, the beginning graduate student needs firm guidelines and a “nurturing, consistent, supportive, and available caretaker.”

Beverly was both protective and demanding of her students. She saw to it that students knew what was expected of them and provided the guidance. By their second year, independence and exploration were appreciated. In Brown’s developmental metaphor, when “separation anxiety was about to become panic, Bev might pass in the hallway, and as she passed by, call back some comment about our work, or mention and article we might read... we were, then, reminded and reassured that not only did she know what we were doing, she was also thinking about where we should go next.” By the time students were in their third and fourth years, Beverly, like good parents who know that their task is to work themselves out of the job, was as supportive as ever but expected her students to grow up and become colleagues. And they did. Many of her papers were coauthored with students, some in collaboration after their graduate work was finished. She was an extraordinary mentor.

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November 1998
Organizational Profile

Origins and Purpose

The Reversal Theory Society was founded in 1975 to serve the interests of reversal theory clinicians in the western region of England, where the theory originated. By 1983 interest had expanded enough for the society to hold its first international conference (in Wales) and to become a fully international society. The purpose of the society is to promote research into, and applications of, reversal theory and to act as a forum for the exchange of information and ideas concerning the theory.

Membership

Dues, for a two-year period, worldwide, are $25. Membership in the society includes a subscription to Synergy, the society newsletter, and an updated bibliography. The newsletter editors are Stephen Carter and Marie Shelton, both of Apter International. The society also maintains an archive and makes available reversal theory publications, often at a discount.

OFFICERS

President
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BACKGROUND

Reversal theory is an unusually broad and integrative psychological theory of motivation, emotion, personality (normal and abnormal) and stress. It takes as its central task the understanding of the structure and dynamics of conscious experience in the course of everyday life. Based on ideas drawn from systems theory, especially the notion of multistability, it provides a coherent account of a variety of phenomena, including humor, art, sexual behavior, military combat, violence, additions, and dangerous sports.

It has been applied in a number of areas including psychotherapy and counselling, health and stress management, sports performance and management consultancy. It therefore appeals to researchers and practitioners from a number of disciplines, and members of the society include psychologists, psychiatrists, educationists, social workers, health researchers, psychophysicologists and others.

The primary activity of the society is the organization of its biennial international conference. Previous conferences have been held in England, Wales, the United States, Canada, Australia, the Netherlands and Norway. Other conferences, more restricted geographically or in terms of subject matter, have also been held.

The Ninth International Conference on Reversal Theory will take place at the University of Windsor, Ontario, June 28-July 2, 1999. Contact: Kathryn D. Lafreniere, Psychology Department, University of Windsor, Windsor, Ontario, Canada N9B 3P4. Email: lafren1@uwindsor.ca; or phone (519) 253-4232, ext. 2233.

More information about reversal theory may be obtained by consulting the reversal theory website at: http://www.swin.edu.au/ssb/rt.

CONTACT

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November 1998
Announcements

ANNOUNCEMENTS

Women and Lives Over Time. Applications considered for Visiting Scholars Program for postdoctoral research investigating women and social change or the study of lives over time. Includes office space and access to Radcliffe College and Harvard University resources. Deadline: March 1, 1999. Contact: The Henry A. Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138; tel.: 617-495-8140; email: mrc@radcliffe.edu; http://www.radcliffe.edu/murray.

Human Development and Gender Issues. Applications for dissertation awards for research in human development and gender differences which draws on center data. Deadline: April 1, 1999. Contact: The Henry A. Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138; tel.: 617-495-8140; email: mrc@radcliffe.edu; http://radcliffe.edu/murray.

Sexuality Research Fellowship Program: Provides dissertation and postdoctoral support ($28,000 and $38,000 respectively) for social and behavioral science research on sexuality. Joint applications from fellow applicant and research adviser/associate required. Applications for academic year 1999-2000 due by Dec. 15, 1998. For more information write: Sexuality Research Fellowship Program, Social Science Research Council, 810 Seventh Avenue, New York, NY, 10019; email: srfp@ssrc.org.

Intimacy and Depression: The Silent Epidemic is a free brochure to consumers with important, useful and timely information about the impact depression and antidepressant medication can have on relationships. Contact: tel.: 1-800-577-8550, or visit www.aamft.org or www.ndmda.org.

AWARDS

The Observational Studies Dissertation Award Program offers grants up to $2,500 to doctoral students. Projects must use data from the Manpower Demonstration Research Corporation’s Observational Studies, comprising studies of two different welfare intervention programs. Contact: The Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138; tel.: 617-495-8140; email: mrc@radcliffe.edu; http://radcliffe.edu/murray.

The Henry A. Murray Dissertation Award Program offers grants of $2,500 to doctoral students. Projects should focus on some aspect of "the study of lives," concentrating on issues in human development or personality. Priority will be given to projects drawing on center data. The application deadline is April 1, 1999. Contact: The Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138; tel.: 617-495-8140; email: mrc@radcliffe.edu; http://www.radcliffe.edu/murray.

FELLOWSHIPS

The Princeton University Center for Human Values, invites applications for Laurence S. Rockefeller Visiting Fellowships. Several Rockefeller Visiting Fellowships will be awarded for the academic year 1999-2000 to outstanding teachers and scholars who are interested in devoting a year in residence at Princeton to writing about ethics and human values. Fellows are expected to participate in various activities of the University Center, which include faculty-seminar, colloquia, and public lectures. They enjoy access to Firestone Library and a wide range of other activities throughout the University. A major part of their time is devoted to their own research on ethics and human values. Fellowships extend from September through May. Applicants are expected to have a doctorate or a professional post-graduate degree and cannot be in the process of writing a dissertation. The deadline for application is Dec. 16, 1998 for fellowships beginning September 1999. Recipients will be notified by March 16, 1999. For further information, call or write Stephanie Resko, University Center for Human Values, Louis Marx Hall, Princeton University, Princeton, NJ 08544; tel.: 609-258-4798, sresko@princeton.edu; website: http://www.princeton.edu/uchv/.

Irving B. Harris Fellowship in Child Development and Public Policy. The Irving B. Harris Graduate School of Public Policy Studies at the University of Chicago is seeking candidates for a one-year MA program providing expertise in childhood development and skill in policy research and analysis. Full tuition and $10,000 stipend awarded, no research requirements. Fellowship period is one academic year beginning September 1999. Applicants must hold graduate degree in early childhood development or related field. Deadline: Jan. 15, 1999. Contact: Ellen Cohen, Director of Admission; tel.: 773-834-2576; email: eb Cohen@uchicago.edu; www.HarrisSchool.uchicago.edu.

Pending funding, the Social Science Research Council will offer research and training fellowships on the Near and Middle East, in the social sciences and humanities, through the following programs. Advanced Research Fellowships in the Social Sciences and Humanities contingent upon funding, fellowships are offered for periods from four to nine months to scholars in the social sciences and humanities engaged in advanced research requiring fieldwork in the Middle East. Applicants should be scholars with demonstrated competence for research on the area and who intend to make continuing contributions to the field. Scholars who are U.S. citizens and who hold the PhD in a social science or humanities discipline are eligible to apply. Application Receipt Deadline: December 1, 1998. Junior Faculty Tenure Support Fellowships, contingent upon funding, fellowships are offered to junior faculty (two to six years past their Ph.D.), for a period of four to nine months for research in a Middle Eastern country. The fellowship has been created to permit junior faculty to spend an extended period of time in the field, with the aim of building their publication records and increasing their prospects for tenure. Scholars who are U.S. citizens and who have held the PhD in a social science or humanities discipline for between two to six years are eligible to apply. Scholars who have been granted tenure are not eligible to apply. Application Receipt Deadline: Dec. 1, 1998. Mid-Career Skills Enrichment Program for Tenured Faculty, contingent upon funding, fellowships are offered to associate and full professors in the social sciences and humanities, for a period from four to nine months for research in a Middle Eastern country in which they have not previously studied, and/or for training in a new field, discipline or method. Scholars who are U.S. citizens and who have held the PhD in a social science or humanities discipline for less than 20 years are eligible to apply. Application Receipt Deadline: Dec. 1, 1998. Contact: The Near and Middle East Program, Social Science Research Council, 810 Seventh Avenue, 31st Floor New York, NY 10019; tel.: 212-377-2700, ext. 441; fax: 212-377-2727; http://www.ssrc.org. Please note that it is imperative to specify the grant program of interest and all countries where field work will be conducted in order to receive application materials.

CALL FOR PAPERS

The Journal of Early Adolescence announces a call for papers for a special issue on Self-Esteem in Early Adolescence. The purpose of the issue will be to highlight theory and research on self-esteem during early adolescence (10 to 15 years of age). Submissions from a variety of disciplines are sought addressing issues such as (but not limited to) approaches for conceptualizing and measuring early adolescent self-esteem, stability and change in self-esteem among young adolescents, psychological and contextual influences on self-esteem for this age group, and evaluations of self-esteem enhancement interventions. Papers in which empirical work is described are preferred, although integrative reviews of appropriate areas of research will be considered. Manuscripts should be prepared in APA style and will undergo a peer blind review process. Five (5) copies of manuscripts should be submitted no later than March 1, 1999 and sent to David L. DuBois, Special Issue Co-Editor, Department of Psychology, 210 McAlister Hall, University of Missouri, Columbia, MO 65211. Preliminary inquiries are welcome and can be made via e-mail to Dr. DuBois at November 1998.
The Association of Genocide Scholars will hold its third international conference at the University of Wisconsin-Madison on June 13-15, 1999. The theme of the conference is “The Future of Genocide.” For further information, please contact Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187. Those interested in presenting papers or conducting workshops should send two copies of their abstracts by Feb. 15, 1999, to Professor Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada. Acceptances by Mar. 15, 1999. Each session will reserve extensive time for discussion.

Sexuality & Culture, an interdisciplinary annual published by Transaction Publishers (Rutgers University), encourages submissions for its third volume. The 1999 volume will be dedicated to the theme “The Repression of Sexual Expression.” Manuscripts are welcome which deal with any aspect of repression/control of sexual expression. Submissions dealing with sexual harassment laws/rules as a sexual control mechanism are particularly welcome. Submissions in the following areas are also welcome: censorship of sexual materials both contemporarily and historically; pornography and obscenity; control of sexual communications on the Internet; television; movies, and other media; issues to do with public nudity and sex; and criminalization of commercialized sexuality. Both empirical and theoretical articles will be considered; critiques of relevant literature are also welcome. For further information, visit the annual’s web site at www.csulb.edu/~asc/journal.html or contact the Editor-in-Chief, Barry M. Dunk, at case@csulb.edu. Manuscripts should be double spaced and should include a summary of approximately 200 words. Citations should be in the author-year format (e.g.: Smith, 1998). Four copies of the manuscript should be submitted by Jan. 8, 1999 to the Managing Editor: Roberto Refinetti, Sexuality & Culture, 504 Lake Colony Drive, Birmingham, AL 35242 (e-mail: refinetti@msn.com).

The International Sunbelt Social Network Conference is a major forum for social scientists, mathematicians, computer scientists, and all others interested in social networks. The conference provides an opportunity for individuals interested in theory, methods, or applications of social networks to share ideas and common concerns. To submit a paper, send an abstract of no more than 200 words by email or in an ASCII file on diskette for DOS platforms and a hard copy to one of the organizers no later than Dec. 15, 1998. Submission of more than one multiple-authored paper is acceptable. But, we may need to limit program participation to the equivalent of one single-authored paper per person. Contact: John Skvoretz, Dept. of Sociology, Univ. of South Carolina, Columbia, SC, 29208; tel.: 803-777-4968; email: skvoretz-john@sc.edu; or Katherine Faust, Dept. of Sociology, Univ. of South Carolina, Columbia, SC 29208; tel.: 803-777-6848; email: faust@garnet.uga.edu.

The Eighth annual conference of International Coalition Against Sexual Harassment-"Creating Change: Sexual Harassment Research, Training, and Advocacy for the 21st Century," will be held in August 1999 in Chicago. Papers, workshops, panels, and discussion groups on all aspects of sexual harassment are sought. Those with expertise on the following topics are especially welcome: men who are, or are likely to be, sexual harassers; racial or ethnic minorities; gay men and lesbians; K-12 students; women in male-dominated occupations; nations or geographic areas outside North America. ICASH is a multi-discipline, international group of professionals (academics, researchers, human resource personnel, trainers, attorneys, clinicians/therapists). PROPOSAL DEADLINE: February 22, 1999. Contact: James Gruber (jegruber@umich.edu), 313-593-5611, or Susan Finneran (sfinneran@bu.edu).

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NATIONAL SCIENCE FOUNDATION (NSF)
Faculty Early Career Development Program

ELIGIBILITY REQUIREMENTS
NSF will select its awardees from among the most meritorious Investigators funded each year from the Foundation-wide Faculty Early Career Development (CAREER) Program. The CAREER Program supports the early development of academic faculty as both educators and researchers and is intended to foster the integration of research and education components of a faculty career. To be eligible for the CAREER Award, applicants must be employed at an institution in the US, its territories or possessions, or the Commonwealth of Puerto Rico that awards a baccalaureate or advanced degree in a field supported by the NSF.

Individuals who are engaged in significant education and research activities at two-year colleges or non-profit or non-academic institutions such as museums, observatories, and research laboratories may also be eligible.

Applicants must be in their first or second full-time tenure-track or tenure-track-equivalent academic appointment and, for 1999, have begun their first appointment on or after July 1, 1994, and before July 22, 1998.

FURTHER INFORMATION
The guidelines for 1999 PECASE awards are described in the CAREER Program brochure (NSF 98-103), available from the NSF CAREER Web page. (From the NSF home page, www.nsf.gov, select "Crosscutting Programs," then "CAREER.")

Publications can also be obtained by sending an e-mail request to pubs@nsf.gov; a written request to: NSF Publications Clearinghouse, P.O. Box 218, Jessup, MD 20794-0218; or a phone request to 301-947-2722.

NATIONAL INSTITUTES OF HEALTH (NIH)
Presidential Early Career Awards for Scientists and Engineers

ELIGIBILITY REQUIREMENTS
The NIH will select its recipients of the 1999 Presidential Early Career Awards for Scientists and Engineers from among the most meritorious Investigators receiving FIRST (R29) Awards, first-time recipients of traditional research project grants (RO1) who meet the definition of new investigator, and intramural scientists who are newly appointed to their tenure-track positions.

Detailed information regarding NIH policy for the support of new investigators can be located at http://www.nih.gov/grants/policy/r29policychange.htm

FURTHER INFORMATION
For additional information, visit the following Internet location: http://www.nih.gov/grants/oeer.htm or contact:
The Office of Extramural Research
National Institutes of Health
Suite 6095
6701 Rockledge Drive MSC-7910
Bethesda, MD 20892-7910
Tel.: (301) 435-0714

November 1998
November

Society for Neuroscience
Los Angeles, California
November 7-12, 1998
Contact: Annual Meeting Dept.; tel.: 202-462-6688

Tenth Greater New York Conference on Social Research
New York City, New York
November 12-13, 1998
Contact: Vincent Prohaska; tel.: 718-960-8776

Society of Southeastern Social Psychologists
Athens, Georgia
November 13-14, 1998
Contact: http://www.richmond.edu/~allison/sssps.html

National Women’s Mental Health Conference
Philadelphia, Pennsylvania
November 13-15, 1998
Contact: Lana Weinstein; tel.: 215-482-5353; Phil Weinbach; tel.: 305-668-0070

12th National Conference on Child Abuse and Neglect
Cincinnati, Ohio
November 16-21, 1998
Contact: Kim Amos; tel.: 301-589-8242

Academy of Psychosomatic Medicine
Buena Vista, Florida
November 19-22, 1998
Contact: email: APsychMed@aol.com

Eleventh Annual U.S. Psychiatric Congress
San Francisco, California
November 19-22, 1998
Contact: Meeting Information; tel.: 714-250-1008

The American College of Counselors
New Orleans, Louisiana
November 19-22, 1998
Contact: Mary Oatjen, The American College of Counselors, 83 Camellia Ln., Indianapolis, IN 46219; tel.: 317-898-3211; email: Rhotes@aol.com

International Society for Traumatic Stress Studies
Washington, DC
November 19-23, 1998
Contact: http://www.istss.com/98conf/conf.html

Gerontological Society of America
Philadelphia, Pennsylvania
November 19-23, 1998
Contact: Stephanie Gordon, tel.: 202-842-1275

National STD Prevention Conference
Dallas, Texas
December 6-9, 1998
Contact: tel.: 404-639-8260

The Psychology of Health, Immunity and Disease
Hilton Head Island, South Carolina
December 7-13, 1998
Contact: tel.: 800-743-2226

January 1999

Medicine Meets Virtual Reality
San Francisco, California
January 20-23, 1999
Contact: http://www.amainc.com/mmvr/mmvr.html

February 1999

The Association for the Study of Play
Santa Fe, New Mexico
February 3-7, 1999
Contact: Dorothy J. Sluss, 70548 Human Development & Learning, East Tennessee State University, Johnson City, TN 37614; tel.: 423-439-6342; fax: 423-439-4439; email: sluss@access.ETSU-Tn.

International Sunbelt Social Network Conference
Charleston, South Carolina
February 18-21, 1999
Contact: John Skvoretz, Dept. of Sociology, Univ. of South Carolina, Columbia, SC, 29208; tel.: 803-777-4968; email: skvoretz-john@sc.edu; or Katherine Faust, Dept. of Sociology, Univ. of South Carolina, Columbia, SC 29208; tel.: 803) 777-6848; email: ausi@garnet.cla.sc.edu.

March 1999

The 13th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations
Ellenville, New York
March 17-19, 1999
Contact: Gene Indenbaum, Department of Psychology, SUNY Farmingdale, Farmingdale, NY, 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Indenbea@Farmingdale.edu

April 1999

Undergrad Research Posters on the Hill
Washington, DC
April 14, 1999
Contact: www.cur.org

NSF April Dialogue
Arlington, Virginia
April 15-17, 1999
Contact: www.cur.org

Society for Research in Child Development
Albuquerque, New Mexico
April 15-18, 1999
Contact: 734-998-6578; srcd@umich.edu

May 1999

American Psychiatric Association
Washington, DC
May 15-20, 1999
Contact: http://www.psych.org/sched_events/ann mtg_99/

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

June 1999

American Psychological Society
Denver, Colorado
June 3-6, 1999
Contact: Willie Benjamin, APS, 1010
1999 Call For Submissions

APS GOES THE EXTRA MILE

11th Annual Convention
June 3-6, 1999
Denver, Colorado

Submissions must be postmarked no later than January 15, 1999
Check the APS Website for further information on the 11th Annual Convention of the American Psychological Society

http://www.psychologicalscience.org

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

For more information on programmatic issues or to seek advice on your submission, contact:
Richard McFall, Program Committee Chair, Indiana University
tel.: 812-855-0349, fax: 812-855-4691, mcfall@ucs.indiana.edu

For administrative questions, contact:
Willie Benjamin, Meetings Manager, American Psychological Society
202-783-2077, ext. 3015, wbenjamin@aps.washington.dc.us

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

1999 CALL FOR SUBMISSIONS ENCLOSED

NON-PROFIT U.S. POSTAGE PAID PERMIT NO. 4224 WASHINGTON, DC
OBITUARY FROM PAGE 32

I have never known anyone who worked harder. Or played harder, for the matter—Beverly’s ideas of recreation always seemed to include intense physical activity. She was the most honest person I have ever known—in her there was no guile. In her talk Ruby Brown mentioned Beverly’s intolerance for boring discourse, which was legendary. I would add that her tolerance for whining and crying was near zero also; she could accept a howl of rage or pain, but not sniveling. Not that she was unsympathetic, but she neither indulged in self pity nor saw any reason for others to. She was not one to hold a grudge. Injustice of any kind outraged her. She had a rare talent for friendship, and a great sense of humor. She was a fast and eclectic reader—her students continually amazed at the breadth and depth of her knowledge. She enjoyed poetry, music, theater. She was devoted to her family and delighted in her granddaughter.

I would like to end on a personal note.

As an older, returning student and member of Beverly’s first cohort of graduate students, commuting on weekends from the university to my home of one hundred miles away, my needs and expectations necessarily differed from those of my fellow students. Beverly asked me, “What do you want to do with this degree?” I answered, “I want something interesting to do with the rest of my life.” She took me at my word. By the time I finished my graduate work, we had begun a collaboration that lasted until her death, a collaboration that allowed me to do work I loved and still fulfill my responsibilities to my family. I feel more fortunate than I can say to have worked with her and been her friend for nearly twenty years. I am older than Bev and never could have imagined being asked to write an obituary for her. Her death was untimely and outrageous. But no one who knew her will ever forget Beverly Fagot: wife, mother, grandmother, scholar, teacher, mentor, colleague, friend.

MARY DRIVER
UNIVERSITY OF OREGON

November 1998
American Psychological Society
1999 Member Application

(The membership dues below are valid from 1/1/99 to 12/31/99.)

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

American Psychological Society

Name ____________________________

Last __________ First __________ M.I. __________

Mailing Address __________________________

_____________________________________________________________________________

City __________ State __________ Zip __________ Country __________

Telephone __________________________

Office (include extension) __________ Home __________ Fax __________

Institutional Affiliation __________________________

(spell out)

Education __________________________

Highest Degree __________ Year of Degree __________ Institution (spell out) __________

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

Specialty Area __________________________

Email Address __________________________

ANNUAL DUES

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

Please check appropriate membership dues category below. All membership categories, except those noted, include a subscription to the APS Observer newsletter, Psychological Science, and Current Directions in Psychological Science.

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☐ Member U.S. (two years; ends 12/99) $227
☐ Member outside U.S. $134
(journals via surface mail, Newsletter via air mail)

☐ Retired (Over 65) $74
☐ Retired (No journals) $34
☐ Spouse (No journals) $59

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☐ Student $48
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☐ Postdoc or First-year PhD $74

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If you elect not to receive Current Directions, deduct $10 from Total Dues Payment. This deduction is NOT APPLICABLE to Retired (No journals) or Spouse (No journals) membership categories.
TWO FACULTY POSITIONS: The Department of Psychology at the UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) invites applicants for two tenure-track positions at the Assistant or Associate Professor level, to begin September 1, 1999. Applicants should qualify for the rank of Assistant or Associate Professor. The Psychology Department has 29 primary faculty and 45 secondary faculty, substantial research funding, and excellent facilities. We are seeking individuals with research interests that are relevant to one or more of our doctoral programs in Medical (Clinical) Psychology, Behavioral Neuroscience, Developmental Psychology, and Cognitive Science. In the area of Medical Psychology, special attention will be given to applicants interested in pediatric health and health psychology intervention; integrated research and clinical application is a priority. In Behavioral Neuroscience, specific area is open; research interests of current faculty include visual sensation and perception, cognitive neuroscience, brain imaging, regulatory neurobiology, sensory physiology, nociception, automatic and cardiovascular function, rehabilitation and plasticity, memory, and motor systems. In Developmental Psychology, applicants from all subareas will be considered, but we have a special interest in child and/or adolescent prevention science; for example, developmental psychopathology, substance abuse, or other health-related issues. The applicant would become a member of an active, lifespan developmental program with research activities ranging from infancy through older adulthood, and research funding from an array of federal, state, and private agencies. Cognitive Science seeks applicants to join a new program that currently has research efforts in functional brain imaging (fMRI), neural net modeling, and computational neuroscience. In the past, joint appointments and transferable outside funds have allowed appointments at more senior levels and often across two or more departments. Cross-departmental, cross-program, cross-department, and cross-school collaboration is strongly encouraged at UAB, and collaborative opportunities are available within UAB’s Civilian International Research Center (human development and developmental disabilities), the Center for Aging, the AIDS Center, the Vision Science Research Center, the Comprehensive Head Injury Center, the Center for Outcome Research and Education, the Dental School, the School of Public Health, and various departments within the university’s internationally respected medical center. UAB is an Equal Opportunity/Affirmative Action Employer and qualified minority candidates are encouraged to apply. Send letter of interest, vita, representative reprints, and the names of at least three references to: Ed Cook, Ph.D., Chair, Psychology Search Committee, Department of Psychology, 415 Campbell Hall, University of Alabama at Birmingham, Birmingham, AL 35294-1170. Informal communications with the following individuals are welcome: Dr. Cook (cook@uab.edu); Dr. Carl McFarland, Department Chair (cmcfarll@uab.edu); Dr. Thomas Boll, Director of Medical Psychology (mpsy014@uabdo.dpo.uab.edu); Dr. Alan Randich, Director of Behavioral Neuroscience (aranidich@uab.edu); Dr. Michael Windle, Director of Developmental Psychology (windle@uab.edu); or Dr. Frank Amthor, Director of Cognitive Science (amthor@cis.uab.edu). We would like to receive all application materials by January 15, 1999, but will continue to consider all applications until the positions are filled.

ASSISTANT/ASSOCIATE PROFESSOR (tenure-track): The Department of Psychology at the UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) invites applicants with research interests in how human development, health promotion, family relations, etc. vary across ethnic and racial groups. The Psychology Department has 29 primary faculty and 45 secondary faculty, substantial research funding, and excellent research facilities. We are seeking individuals who will participate in our interdisciplinary, developmental psychology and/or Medical (Clinical) Psychology Doctoral Programs. The Department also sponsors doctoral programs in Behavioral Neuroscience and Cognitive Science. The Department is dedicated to broadening the diversity of its faculty, staff, and students. Our doctoral programs serve individuals from a range of social, cultural, and racial backgrounds. Approximately 30% of our 600 undergraduate majors are African-American. Cross-program, cross-department, and cross-school collaboration is strongly encouraged at UAB and collaborative opportunities are available within UAB’s Civilian International Research Center (human development and developmental disabilities). The Center for Aging, the AIDS Center, the Center for Outcome Research and Education, the Dental School, the School of Public Health, and various departments within the university’s internationally respected medical center. UAB is an Equal Opportunity/Affirmative Action Employer and qualified minority candidates are encouraged to apply. Send letter of interest, vita, representative reprints, and the names of at least three references to: Ed Cook, Ph.D., Chair, Psychology Search Committee, Department of Psychology, 415 Campbell Hall, University of Alabama at Birmingham, Birmingham, AL 35294-1170. Informal communications with the following individuals are welcome: Dr. Cook (cook@uab.edu); Dr. Carl McFarland, Department Chair (cmcfarll@uab.edu); Dr. Thomas Boll, Director of Medical Psychology (mpsy014@uabdo.dpo.uab.edu); Dr. Alan Randich, Director of Behavioral Neuroscience (aranidich@uab.edu); Dr. Michael Windle, Director of Developmental Psychology (windle@uab.edu); Dr. Frank Amthor, Director of Cognitive Science (amthor@cis.uab.edu). We would like to receive all application materials by January 15, 1999, but will continue to consider all applications until the positions are filled.

ARIZONA

The Department of Psychology at ARIZONA STATE UNIVERSITY has an opening at the Assistant Professor level in its APA-approved clinical psychology program. The program invites applications from candidates trained in a contemporary scientist-practitioner model of clinical psychology who have demonstrated potential to develop a program of research in Health Psychology and/or cognitive-affective factors to disease are encouraged to apply. We would also welcome applications from those who focus on biological models of abnormal behavior, including candidates with interest in genetic determinants of psychopathology, experimental psycho-pathology. Requirements for the position include completion of requirements for a Ph.D. from an APA-approved program in clinical psychology, scholarly research activity in Health Psychology, and an APA internship. Salary is competitive and dependent upon qualifications. Duties of this position include teaching undergraduate and graduate courses, mentoring the work of graduate students in the program, and developing a program of research in Health Psychology. Please submit letter of application describing research and teaching interests, vita, reprints, and arrange for three letters of recommendation to be sent to Alex J. Zautra, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, Arizona 85287-1104. Deadline for receipt of applications is December 1, 1998, or until position is filled. ASU is an Equal Opportunity/Affirmative Action Employer. Diversity among candidates is encouraged.

AZ1

Cognitive Psychology: The Psychology Department at ARIZONA STATE UNIVERSITY seeks to fill a tenure-track, Assistant Professor position in Cognitive Psychology to begin in August, 1999. Applicants must have a Ph.D. in Psychology (or be near completion); must have a record of visible research, commensurate with their time-span of publication; and, must have the potential to teach undergraduate courses and contribute to our graduate training program. Applications working in attention, learning, memory, and/or cognitive-affective factors to disease are encouraged to apply. We would also welcome applications from those who focus on biological models of abnormal behavior, including candidates with interest in genetic determinants of psychopathology, experimental psycho-pathology. Requirements for the position include completion of requirements for a Ph.D. from an APA-approved program in clinical psychology, scholarly research activity in Health Psychology, and an APA internship. Salary is competitive and dependent upon qualifications. Duties of this position include teaching undergraduate and graduate courses, mentoring the work of graduate students in the program, and developing a program of research in Health Psychology. Please submit letter of application describing research and teaching interests, vita, reprints, and arrange for three letters of recommendation to be sent to Alex J. Zautra, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, Arizona 85287-1104. Deadline for receipt of applications is December 1, 1998, or until position is filled. ASU is an Equal Opportunity/Affirmative Action Employer. Diversity among candidates is encouraged.

AL2

Cognitive Psychology: The Psychology Department at ARIZONA STATE UNIVERSITY seeks to fill a tenure-track, Assistant Professor position in Cognitive Psychology to begin in August, 1999. Applicants must have a Ph.D. in Psychology (or be near completion); must have a record of visible research, commensurate with their time-span of publication; and, must have the potential to teach undergraduate courses and contribute to our graduate training program. Applications working in attention, learning, memory, and/or cognitive-affective factors to disease are encouraged to apply. We would also welcome applications from those who focus on biological models of abnormal behavior, including candidates with interest in genetic determinants of psychopathology, experimental psycho-pathology. Requirements for the position include completion of requirements for a Ph.D. from an APA-approved program in clinical psychology, scholarly research activity in Health Psychology, and an APA internship. Salary is competitive and dependent upon qualifications. Duties of this position include teaching undergraduate and graduate courses, mentoring the work of graduate students in the program, and developing a program of research in Health Psychology. Please submit letter of application describing research and teaching interests, vita, reprints, and arrange for three letters of recommendation to be sent to Alex J. Zautra, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, Arizona 85287-1104. Deadline for receipt of applications is December 1, 1998, or until position is filled. ASU is an Equal Opportunity/Affirmative Action Employer. Diversity among candidates is encouraged.
ing and memory, perception and action, or higher cognitive processes (e.g., decision making, discourse processing), and, whose research program balances empirical and theoretical aspects are strongly preferred. The ideal candidate will build on our programmatic strengths without excessive redundancy with current faculty. Responsibilities include teaching graduate and undergraduate courses (especially core courses), supervision of students, and university and professional service. Applicants must submit a cover letter, vita, statements of research and teaching interests, representative reprints/preprints, and at least three letters of reference. All search materials must be sent to: Dr. Gregory O. Stone, Chair, Search Committee, Cognitive/Behavioral Systems, Arizona State University, Tempe, AZ, 85287-1104. For best consideration, complete applications should be received by January 2, 1999. However, applications will be considered after that date and received by the first of the month thereafter until the position is filled. Queries may be e-mailed to the search committee chair at: greg. stone@asu.edu. ASU is an EEO/AAE.

AZ2

ARIZONA STATE UNIVERSITY SCHOOL OF JUSTICE STUDIES. The interdisciplinary School of Justice Studies seeks to hire a full-time Track Assistant Professor, beginning August 16, 1999. This position will be in American Indian law, culture, government, and policy studies. Responsibilities include an active program of research and scholarly publication, teaching in one or more of these fields, and the development of research methods, theories of justice, or statistics at the undergraduate and graduate levels, and service to the University, community, and profession. Required qualifications: Ph.D. in a social science discipline by 8/15/1999, demonstrated ability to develop a nationally recognized program of research, and a demonstrated commitment to excellence in teaching. Candidates whose graduate degree is a J.D. only will not be considered. Experience working with Indian communities, governments, and students, including but not limited to those of the Southwest, and particular interest in Southwestern Indian issues and/or environmental concerns in Indian country. The School of Justice Studies is an interdisciplinary department in the law and social sciences. We offer innovative approaches to the study of justice and the law, and focusing critical attention on the theoretical and empirical study of social and economic concerns, race, ethnicity and marginalized groups, American Indians, disputing and conflict, crime and delinquency and gender. The School is the principal home for the University-wide Ph.D./J.D. program in justice studies, law, and the social sciences, and administers the M.S. program in justice studies, servicing approximately 100 graduate students of diverse ethnic origins. Faculty backgrounds include sociology, political science, law, anthropology, philosophy, history, and criminology. We are additionally interested in candidates with backgrounds in psychology with an emphasis limited to psychology, geography, and economics. The School supports the University's multidisciplinary initiative on Conflict and its Management, and is in close collaboration with the Urban Studies Center. Many of the School's faculty work closely with the Departments of African American Studies, Chicano/a Studies, Women's Studies, and American Indian Studies. To apply, please send a cover letter, vita, and three letters of reference to Chair, Search Committee, School of Justice Studies, Arizona State University, Tempe, AZ 85287-0043. Deadline: November 21, 1998 for full consideration. Initial applications will be reviewed weekly until December 8, 1998. AA/EOE.

AZ3

ASSISTANT PROFESSOR OF FAMILY/CHILD STUDIES - The Department of Family Resources and Human Development, ARIZONA STATE UNIVERSITY, is seeking applicants for a tenure-track 9 month Assistant Professor position with a research emphasis in parent-child relationships. Duties include the teaching of undergraduate and graduate family/child studies courses, including a graduate course in Family Theories, and conducting research in family/child studies. Candidates must have a earned doctorate in family studies, child development, or closely related field by date of appointment. Evidence of scholarly and teaching potential is required. The successful candidate also must have a demonstrated interest in the field of faculty work relationships. Preferences will be given to candidates whose research focuses on familial/social/cultural influences on early parent-child interactions. The Department of Family Resources and Human Development offers doctoral and masters levels programs in family relationships, child development, and marriage/family therapy. Through an endowed fund, the department currently offers full-time graduate research assistantships. Successful candidates will be expected to work with faculty members, as well as teaching assistants. The department also maintains two child development labs and a marriage/family therapy clinic. Send application letter, vita, official transcripts, and three letters of recommendation to: Scott Christopher, Ph.D., Search Committee Chair, Dept. of Family Resources and Human Development, Arizona State University, Tempe, AZ 85287-2302. Applications must be postmarked by January 15, 1999 or the first of each month thereafter until filled. Arizona State University is an Equal Opportunity Affirmative Action Employer. AZ4

ARKANSAS

HENDRIX COLLEGE Department of Psychology: invites applicants for a new, tenure-track position in cognitive development, to begin August 16, 1999. Responsibilities include Developmental Psychology, Learning and Cognition with laboratory, Research Methods with laboratory, General Psychology, and an advanced course in the candidate's specialty area. Ph.D. is required for appointment as assistant professor; ABD's will be considered for appointment as instructor. Salary is competitive. Hendrix seeks to extend its tradition of excellence in teaching and scholarship by attracting faculty with broad intellectual interests and commitment to the aims of a liberal arts college. The Department emphasizes undergraduate research and each year sends large contingents to state and national conferences. Hendrix College has received a grant for the construction of a new building to house the Psychology and Biology Departments; we thus anticipate moving into a new, state-of-the-art facility in Fall 1999. Hendrix, a private, residential, baccalaureate liberal arts college related to the United Methodist Church, is situated in Conway, Arkansas, a city of 40,000 thirty miles from Little Rock at the foothills of the Ozark Mountains. An equal opportunity employer, the College seeks to increase the diversity within its faculty, staff, and student body. Women and members of minority groups are especially encouraged to apply. Review of applications will begin on December 15 and continue until the position is filled. Applicants should submit a curriculum vitae, undergraduate and graduate transcripts, three letters of recommendation, and, a letter of interest specifically addressing the candidate's interest in and qualifications for this position. Send all materials to Tim Maxwell, Chair, Department of Psychology, Hendrix College, 1600 Washington Ave., Conway, Arkansas 72032. AR1

CALIFORNIA

CLAIREMONT McKENNA COLLEGE, Clinical Psychologist, Clairemont McKenna College (CMC) invites applications for an adult clinical psychologist with a subspecialty in forensic psychology or health/community psychology. The appointment will be made at the rank of full-time Lecturer or Professor. 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 teach courses in abnormal psychology, 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, the legal studies program, or the public policy orientation of the College. Claremont McKenna College is a highly selective undergraduate liberal arts college and is one of the top fifteen 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. Closing date is November 15, 1998. Applicants should submit three letters of reference to: Chair, Psychology Search Committee, Claremont McKenna College, 850 Columbia Avenue, Claremont, California 91711-6420. Claremont McKenna College is an affirmative action, equal opportunity employer.

**BIOPSYCHOLOGIST: UNIVERSITY OF CALIFORNIA, SAN DIEGO** The Psychology Department at UCSD anticipates hiring an Assistant Professor (tenure track) in Biopsychology. Candidates must have a Ph.D. and be able to conduct independent, publishable research and teach undergraduates and graduate classes in their area of specialization. Salary commensurate with qualifications and based on UC salary scales. Candidates should send curriculum vita, reprints, and names of three referees to Biopsychology Search Committee, Department of Psychology, 0109, University of California, San Diego, La Jolla, CA 92093-0109. Immigration status of non-citizens should be stated in the vita. Complete applications received by December 11, 1998 will receive full consideration. Applicants should have the potential to fund availability. The University of California is an Affirmative Action/Equal Opportunity Employer. CA3

**POST-DOCTORAL FELLOWSHIP IN PSYCHOLOGY AND MEDICINE, UNIV. OF CALIF., S.F.** NIMH-funded 2 yr. position. Theory based research training on understanding and reducing risk behaviors and on responses to stressful experiences. Apply by Feb. 1st to begin by Aug. 30, 1999. For application write to Dr. Nancy Adler, c/o Giovanna Floridia, Health Psychology, UCSF, Box 0844, San Francisco, CA 94143-0844. UCSF is an Equal Opportunity/Affirmative Action Employer. Applications from women and minority candidates are encouraged. CA4

**UNIVERSITY OF CALIFORNIA AT BERKELEY: THE DEPARTMENT OF PSYCHOLOGY invites applications for a tenure-track position in Clinical/Cognitive Psychology to begin July 1, 1999. We are interested in two areas: (1) social/personality psychology, and/or (2) quantitative psychology (including, but not limited to, multivariate analysis, measurement, mathematical modeling, and computer modeling). Applications for the position must be postmarked by December 1, 1998, and are to include a curriculum vitae and selected reprints sent to: Search Committee, Dept. of Psychology, 3210 Tolman Hall #1650, University of California, Berkeley, CA 94720-1650. Candidates must also arrange to have at least three letters of recommendation sent to the same address. Applications postmarked after the deadline will not be considered. The University of California is an Equal Opportunity/Affirmative Action Employer. CA5

**CHAPMAN UNIVERSITY: Two full-time (three semesters) tenure track positions in Division of Psychology offering undergraduate, master's, and doctoral level training. Candidates must have a Ph.D. and be able to conduct independent, publishable research and teach undergraduates and graduate classes in their area of specialization. Salary commensurate with qualifications and based on UC salary scales. Candidates should send curriculum vita, reprints, and names of three referees to Biopsychology Search Committee, Department of Psychology, 0109, University of California, San Diego, La Jolla, CA 92093-0109. Immigration status of non-citizens should be stated in the vita. Complete applications received by December 11, 1998 will receive full consideration. Applicants should have the potential to fund availability. The University of California is an Affirmative Action/Equal Opportunity Employer. CA3

**CALIFORNIA STATE UNIVERSITY, HAYWARD: The Department of Psychology invites applications for a position at the rank of Assistant Professor, tenure track position in Clinical/Personality Psychology to begin Fall 1999. Candidate should have a Ph.D. in psychology, strong research interests in the clinical/personality fields and be dedicated to the scientist-practitioner model. Our department is committed to educational excellence for a diverse society. Accordingly, outstanding teaching skills are required. A systematic research program with the potential for outside funding is desired. Candidates should have a research agenda that can be sustained at the level of funding. Applicants should submit a curriculum vitae, statement of teaching and research interests, and three letters of recommendation. Send complete application to: Chair, Search Committee, Psychology Search Committee, Position Number 01-00 PSYCLINICAL-TP; Department of Psychology; California State University, Hayward; Hayward, CA 94542-3092. Review of applications will begin January 15, 1999. CSUH, situated in the hills overlooking San Francisco Bay, is an Equal Opportunity Employer. CA8**
SAINT MARY'S COLLEGE OF CALIFORNIA. Assist., Prof. Psychology. Cross-cultural with emphasis in personality and development. Tenure-track beginning Sept. 1999. Contact Mary Kreyling. Apply by 1/1/99 with Ir. of app., curr. vitae, three letts. of rec. (two that address teaching) and evidence of teaching effectiveness and scholarship. Interviews include, if possible, Dr. Nancy Struthers, Chair, Dept. of Psychology, Saint Mary's College of California, 5082, Moraga, CA 94575. Fax: (530) 756-2832. CA10

FACULTY POSITIONS IN COGNITIVE PSYCHOLOGY. UNIVERSITY OF CALIFORNIA, IRVINE. The Department of Cognitive Sciences at the University of California, Irvine, invites applications for up to three tenure-track positions in cognitive psychology. Applicants with potential starting dates of July 1, 1999, Specific areas of interest are cognitive development, cognitive neuropsychology, social cognition, reasoning and decision making, learning and memory, and neural network theory. Candidates should have a record of research accomplishment commensurate with their academic rank, and a serious commitment to undergraduate and graduate teaching. Applicants should submit a curriculum vitae, representative publications, three letters of recommendation, and a letter indicating the applicant's area of research interest taken from the six areas listed above. (More than one area may be mentioned in the letter. For hiring purposes please designate one primary area.) Materials should be sent to Search Committee for (Area), Department of Cognitive Sciences, University of California, Irvine, CA 92697. To ensure consideration, applications should be received by December 31, 1998. The University of California is an Equal Opportunity Employer committed to excellence through diversity. CA11

FACULTY POSITION IN COGNITIVE SCIENCE-UNIVERSITY OF CALIFORNIA, SAN DIEGO. The Department of Cognitive Science at the University of California, San Diego, seeks applications for a faculty position at the assistant professor level (tenure-track) beginning July 1, 1999, the salary commensurate with the experience of the successful applicant and based on UCSD faculty appointment criteria. Subject to the availability of funds, the appointment will be in the Department of Cognitive Science, and will also involve teaching and research responsibilities in the Human Development Program and Teacher Education Program. Applicants should have a Ph.D. or equivalent in psychology or related field. For position #10849, contact: Dr. Nancy Struthers, Chair, Dept. of Psychology, Saint Mary's College of California, 5082, Moraga, CA 94575. Fax: (530) 756-2832. CA10

TO TWO TENURE-TRACK POSITIONS FALL 1999. DEVELOPMENTAL AND COUNSELING PSYCHOLOGY. TENURE-TRACK ASSISTANT PROFESSOR. The Department of Psychology at CALIFORNIA STATE UNIVERSITY, CHICOSO seeks applications for two tenure-track faculty positions at the Assistant Professor level. The Department focuses on teaching at the undergraduate and graduate levels. Additionally, faculty are expected to launch a productive research and grant program to participate in service to the college, university and community. Minimum Qualifications for both positions: Applicants must have received a doctorate in the area of specialization by 9/1/99. The general criteria for selection will be evidence of college-level teaching excellence, accomplishments in research and scholarly activities, and a record of, or potential for, grant development. Ability and willingness to supervise master's thesis work is essential. Preference given to an interest in working in a multi-ethnic and multi-cultural environment are also required. Desirable/PREFERRED QUALIFICATIONS: Interest in interdisciplinary and collaborative research and the ability to work from other disciplines. DEVELOPMENTAL (1 position): Teaching assignment will principally be in socio-cultural aspects of development and may include undergraduate courses in secondary areas such as applied development, family, and research in educational, exceptional development, and survey child and adolescent psychology, with a possible assignment to graduate (master's level) coursework. Additional Minimum Qualifications: Ph.D. specialization in Developmental Psychology with an emphasis in socio-cultural aspects of development; Academic preparation in at least one of the secondary undergraduate areas. COUNSELING (1 position): Teaching assignment will principally be in graduate practicum courses in marriage and family, individual, and/or group counseling. Other assignments will include other graduate and undergraduate courses in Psychology. Additional Minimum Qualifications: Ph.D., or equivalent, in Counseling Psychology, Clinical Psychology, or Marriage and Family Counseling with specialization in family therapy; Training and experience with counseling training models and in supervising counseling. Licensure, or intention to seek California licensure, as a Psychologist or Marriage and Family Child Counselor. Additional Desired/PREFERRED QUALIFICATIONS: Counseling/Teaching experience in women's issues and child/adolescent counseling issues; Experience in low-income and multi-cultural mental health settings; Research in an area related to family therapy. As a University that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and seek to create as diverse pool of candidates as possible. Application packages must be received by December 30, 1998. Send a letter of application describing how applicant fits position, curriculum vitae, graduate transcripts, summary of teaching evaluations, evidentiary materials including copies of publications, and three letters of recommendation to: Dr. Paul S. Spear, Chair, Department of Psychology, California State University, Chico, CA 95929-0234. Chair: (530)-898-5147; fax: (530)-898-4740; espie@csuchico.edu. WWW: http://www.csuchico.edu/. For disability-related accommodations call (530)-898-5147 or TDD (530)-898-4666. CSU, Chico is an EEO/AA/ADA employer. Only individuals authorized to work in the U.S. will be considered. Salary range: $39,756-$43,584 based on experience. CA13

POSTDOCTORAL RESEARCH FELLOWSHIP: mental health research with emphasis on methodology and design. Two-year NIH supported post-
doctoral positions available at the UNIVERSITY OF CALIFORNIA, San Francisco. Department of Psychology. The graduate program in psychology and the education of teachers is provided by Clifford Attkisson, Ph.D. in collaboration with a multidisciplinary training faculty. Major training components are required core curriculum and supervised internships. For more information about the program including faculty research interests is available upon request. The program is searching for post-doctoral fellows in the following services research areas: aging population (supervised by Patricia A. Arendt, Ph.D.), patient satisfaction research and child systems of care (supervised by Clifford Attkisson, Ph.D.), treatment outcomes and services research for adults with comorbid major mental and drug dependence disorders (supervised by Barbara E. Havassy, Ph.D.), violence and trauma (supervised by Dale E. McNeil, Ph.D.), services to children and youth and systems of care (supervised by Abram S. Goldstein, M.D.), health services research concerning prevention and care for HIV-infected persons and other populations (supervised by Drs. Kathryn Phillips and James Kahn), US Public Health Service stipend levels. Applicants must be US citizens or permanent residents. Send letter of interest, curriculum vita, three names of references to: Vicky Brown-Ravano, Dept. of Psychiatry, UCSF, 401 Parnassus, Box CPT, San Francisco, CA 94143-0491. UCSP is an Equal Opportunity/Affirmative Action Employer. CA14

CLAREMONT MCKENNA COLLEGE. Department of Psychology. Claremont McKenna College (CMC) has a tenure-track position in Developmental Psychology at the Associate/Full Professor level. We are seeking a distinguished scholar in the area of children, family, and work. This position would become 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 at CMC largely 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 search for a Director is broad-based and will consider applications from candidates in disciplines that complement developmental psychology. Please send a letter of interest, curriculum vita, copies of publications, and three letters of recommendation to: Chair, Search Committee, Department of Psychology, Claremont McKenna College, 410 College Road, Claremont, CA 91711. Claremont McKenna College is an affirmative action/equal opportunity employer. CA15

CALIFORNIA STATE UNIVERSITY, NORTHridge. Psychology Department invites applications for full time tenure-track Assistant Professor positions: (1) Ph.D. in HUMAN FACTORS or equivalent area. Specialization in test and evaluation, human-computer interaction and/or consumer system design strongly preferred. (2) Ph.D. in INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. Specialization in organizational behavior/development, macro-ergonomics, and/or evaluation/action research strongly preferred. Both positions require competence in quantitative research methods/statistics and evidence of outstanding skills in university teaching. Candidates are expected to develop research programs, teach undergraduate and graduate courses in research methods/statistics and in other related areas, direct/assist Human Factors graduate thesis research, be committed to teaching a diverse student population, and be willing to participate actively in university and public service. Primary consideration will be given to applications received by December 10, 1998 but applications will be received until the position is filled. General Information: California State University, Northridge, is one of four largely commuter oriented state campuses of the California State University system is located twenty-five miles northwest of central Los Angeles in the San Fernando Valley, a suburb with a multi-ethnic population of over one million people. The University enrolls over 24,000 students, served by over 1,600 faculty. Eight Colleges offer baccalaureate degrees in 50 disciplines, master's degrees in 41 fields, and credentials in the field of education. For more information about the University, check out our website: http://www.csun.edu. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching and three letters of recommendation to: Recruitment Committee, Department of Psychology, CSUN, Northridge, CA 91330-8255. CSUN is an Equal Opportunity/Affirmative Action Employer. CA16

Assistant or Associate Professor in Psychology. The Department of Psychology at the UNIVERSITY OF SOUTHERN CALIFORNIA seeks outstanding candidates for one or two tenure-track or tenured positions at the Assistant Professor or the Associate Professor level, pending approval from the Dean. Superior applicants with outstanding records may also be considered. One position is in Clinical Science (with a possible appointment in Developmental or Quantitative psychology). The positions will begin 9/1/99. The primary criteria for the appointment is the excellence of the candidate. The department has five areas: Brain and Cognitive Sciences, Clinical Science, Developmental (life span), Quantitative, and Social. We are especially interested in individuals whose research interests would strengthen two of these areas. Candidates should submit a cover letter describing their area of expertise, a curriculum vitae, selected reprints and preprints, and request that three letters of reference be sent. Candidates for the Clinical position should send their materials to the Chair of the Clinical Science Search Committee, and candidates for the Social/Developmental/Quantitative position should send their materials to the Chair of the Psychology Search Committee, Department of Psychology, University of Southern California, Los Angeles, CA 90089-1061. Deadline for applications is December 15, 1998. AA/EQ. CA17

ENDOWED CHAIR IN COGNITIVE NEUROSCIENCE. The Department of Psychology at the University of Southern California invites applications for a newly-endowed HEDCO Chair in Cognitive Neuroscience. The position is appropriate for an internationally-known scientist with an established program of research in cognitive research. The holder of the chair will have an appointment in the department of Psychology (www.ucsc.edu/dept/LAS/psychology) and in the University's Program in Biomedical and Behavioral Sciences (www.ucsc.edu/dept/obio/nibs.html) and will join an active group of researchers in the neuro- and cognitive sciences. Applicants should send a letter of inquiry and C.V. to Chair, Search Committee for Cognitive Neuroscience, Department of Psychology, SGM 501, University of Southern California, Los Angeles, CA 90089-1061. AA/EQ. CA18

Cross-Cultural Cognitive Development Position. Human Development and Family Studies of the Department of Human and Community Development at the UNIVERSITY OF CALIFORNIA AT DAVIS announces an opening for an academic year (9 months), ten-ure-track position at the Assistant or Associate Professor level to teach and conduct research on cultural and other contextual determinants of variations in human cognitive development. Fiscal year term employment (non-tenure-track) will be offered and continued based on academic personnel review. Candidates should have a Doctorate or equivalent in Psychology, Human Development, or related field, with a strong research background in cognitive development. Knowledge of brain-behavior relationships is desirable. Appointment expected on or before July 1, 1999. Applicants should submit a letter of interest, curriculum vita, representative reprints, and the names and addresses of four references to Dr. C. A. Ridgway, Search Committee, Human Development, University of California at Davis, CA 95616, by November 16, 1998. Applications will be accepted, however, until the position is filled. The University of California is an affirmative action/equal opportunity employer. CA19

Pending approval and funding, the UNIVERSITY OF SAN FRANCISCO invites applications for a tenure track position in Social Psychology at the Assistant Professor level, anticipated for Fall 1999. Teaching responsibilities may include inter alia, classes in social psychology, cross-cultural psychology, prejudice and stereotypes, and related topics. Qualifications: University teaching experience, strong commitment to teaching, an earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support of the University's mission. The candidate must develop an independent, ongoing research program. We particularly encourage minority and women applicants. USF is an EEO/AA Employer. Submit letter of application, curriculum

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riculum vitae, graduate transcripts, description of research plans, copies of research papers, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, three letters of recommendation to: Colin Silverthorne, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by January 15, 1999, in order to ensure full consideration. USF is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment. CA20

Pending approval and funding, the UNIVERSITY OF SAN FRANCISCO invites applications for a one-year term position in Clinical Psychology at the Assistant Professor level to begin Fall 1999. Teaching responsibilities include intermediate, advanced courses in abnormal psychology, theories of psychotherapy, human sexuality, introduction to clinical psychology and related courses. Qualifications: University teaching experience, strong commitment to teaching, an earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of, and a commitment to support the mission of the University. The candidate must develop an independent, ongoing research program. We particularly encourage minority and women applicants. USF is an EEO/AA Employer, and will provide reasonable accommodations to individuals with disabilities upon request. Submit letter of application, curriculum vitae, graduate transcripts, description of research plans, copies of research papers, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, three letters of recommendation to: Susan Heidenreich, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by January 15, 1999, in order to ensure full consideration. USF is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment. CA21

COLORADO

The Department of Psychology, UNIVERSITY OF DENVER, has a unique opportunity for a developmental or clinical psychologist to be a part of a study of the neuropsychology of Down Syndrome, directed by Dr. P. H. The position is to coordinate data collection in this study and to participate in data analyses and scholarly publications. Individuals who want to apply need to have a Ph.D. or have experience in data collection and analysis, as well as supervision of research staff. The University of Denver is an Affirmative Action, Equal Opportunity Employer. Please send letter of intent with C.V. to: Bruce Pennington, Ph.D., Department of Psychology, 2155 South Grant Street, Denver, CO 80208, CO1

COLORADO UNIVERSITY-COLORADO SPRINGS-Assistant Professor-Clinical Geropsychology. The Psychology department at CU-COLORADO Springs anticipates (pending funding), hiring a licensed eligible Ph.D. in clinical geropsychology for a tenure-track position beginning August 1999. We seek a faculty member who shares the department's promise of outstanding scholarly accomplishment in the fields of aging, a strong commitment to teaching excellence both at the undergraduate and graduate levels, and excellence of supervision. The successful candidate will be expected to attract external research funding. Candidates with research, teaching, and clinical competence in neuropsychology and aging, nursing home intervention and mental health research on minority populations are especially encouraged to apply. The 13 faculty currently offer undergraduate and MA programs, are developing a doctoral program in the psychology of aging, and operate a mental health clinic for older adults. The campus, serving 7,000 students, is located on the front range of the Rockies in a metropolitan region of approximately 450,000 with easy access to diverse recreational areas (more info at http://www.uccs.edu/psych). Letter of application, research reports/papers, and three letters of recommendation should be sent to: Chair, Psychology Faculty Search Committee, Department of Psychology, University of Colorado, Colorado Springs, CO 80933-7150, (719) 262-4158. Women and minorities are strongly encouraged to apply. Review of Applications begins January 15, 1999, but applications will be accepted until the position is filled. The University of Colorado is an Affirmative Action, Equal Opportunity employer and encourages a diversity of applicants. CO2

THE UNIVERSITY OF DENVER Department of Psychology seeks a full-time, experienced professional researcher to head a grant-funded project on the neuropsychology of Down Syndrome. MA+ in psychology required. Competitive salary and excellent benefits. Submit resume and reference to: Bpenning@nova.du.edu for more info. Submit resume and references to: Employment, Department of Psychology, University of Denver, 2020 E. Evans Ave, Denver, CO 80208. The University of Denver is an Equal Opportunity Employer. CO3

CONNECTICUT

The Psychology Department of CONNECTICUT COLLEGE seeks an Assistant Professor for a tenure-track position in Social Psychology beginning in 1999 Fall Semester. Possible courses to be taught are Social Psychology, Psychology as a Social Science, Research Methods, and courses in the faculty member's area of specialization (e.g., political psychology, research on social cognition). The successful candidate will have an active program of research and publication and demonstrated potential for securing external funding. A Ph.D. is required. Connecticut College is a highly selective, private residential college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. The department also offers a M.A. degree in psychology. Faculty teach five courses per year. Tenured faculty receive 80% of salary during Sabbatical leave. Connecticut College is actively seeking to diversify its faculty and is an Affirmative Action/Equal Opportunity Employer. Send letter of application, curriculum vitae, recent publication, and three letters of reference to: Joan C. Chrisler, Chair, Department of Psychology, Connecticut College—Box 5578, 270 Mohegan Avenue, New London, CT 06320-4196. Review of applications will begin on December 15, 1998 and continue until the position is filled. CT1

ASSISTANT PROFESSOR, SOCIAL/PERSONALITY PSYCHOLOGY: ASSISTANT PROFESSOR, SOCIAL/PERSONALITY PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY excepts to make an appointment at the rank of Assistant Professor in social or personality psychology effective July 1, 1999. Applications representing a variety of sub-disciplines in social/personality psychology, broadly defined, are welcome. Applicants are expected to provide high-quality teaching at the undergraduate level and in a graduate social/personality program, and to have exhibited (or show promise of) excellence in research. The Department is especially interested in candidates willing to teach courses in statistics at the graduate level, but candidates with other teaching interests are encouraged to apply. Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority group members are especially encouraged. Please send a letter of application, curriculum vita, papers or other materials, and three letters of recommendation to be sent to: Chair, Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. Deadline for completed applications: November 15, 1998. CT2

UNIVERSITY OF CONNECTICUT SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL PSYCHOLOGY FACULTY POSITIONS. Positions: Applications and nominations are invited for three (3) tenure-track positions beginning August, 1999. Assistant/Associate Professor - Cognitive Science and Special Education Program Chair. Assistant/Associate Professor - Specialty Area of Measurement and Evaluation. The primary instructional responsibility for this position is teaching graduate-level introductory and advanced multidisciplinary statistical, structural and algorithmic procedures of the General Linear Model (GLM). Other responsibilities include continuing a systematic line of research and publication employing quantitative methods, advising doctoral students, and securing/funding outside funding for research and personnel development. Candidates must have earned doctoral degree in measurement and evaluation, applied statistics, or related field. Individuals with experience using structural equation modeling, computer applications, nonparametric statistics, linear modeling, single-subject or time series designs are encouraged to apply. Contact: Jonna M. Kulikowich, Chair, Cognition & Instruction Program, Assessment and Evaluation Search Committee, Telephone: (860) 486-0192, Fax: (860) 486-0180, E-mail: kulikowj@uconnvm.uconn.edu (Search #99A130) Assistant Professor - School Psychology Program (2 positions). Primary responsibilities include graduate course instruction in at least two of the following areas: educational and academic assessment, personality assessment; applied behavior analysis; ethics; consultation; individual and group supervision or practice. In addition, the new faculty will be responsible for supervising graduate student research. Minimum qualifications include: earned doctorate in school psychology from an APA and/or NASP accredited School Psychology Program; eligible for licensure as a psychologist in the State of Connecticut; at least two years professional experience in K-12; evidence or promise of exceptional teaching ability; a defined area of research pertaining to school psychology as demon-

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strated by scholarly publications and presentations; and involvement in state or national associations of school psychologists. Contact: Thomas J. Kehle, Chair, School Psychology Search Committee, Telephone: (860) 486-0166, Fax: (860) 486-5037, E-mail: kehle@uconnvm.edu (Summer 99A127 & 99A128) Salary: Negotiable. Applications: Include a letter addressing relevant qualifications, a current vita, samples of scholarly writing, and three letters of reference. The University of Connecticut encourages applications from under-represented groups including minorities, women, and people with disabilities. Review of applications will begin December 1998 and will continue until the positions are filled. The University of Connecticut is a comprehensive land-grant university located 25 miles east of Hartford and 80 miles southwest of Boston. The School of Education is an upper-division undergraduate and graduate school with a high degree of support from the University. School of Education programs are certified by the State of Connecticut and NCATE and are associated with the principles of the Holmes Group and the National Network for Education Renewal. The pre-service teacher preparation program is an Integrated Bachelor’s/Master’s degree program which has received national and international attention. Admission to the School in both undergraduate and graduate programs is highly competitive. Both preservice and graduate programs are closely associated with professional development schools offering opportunities for shared practice with cooperating schools in research and professional growth. Additional information on University, School of Education, and Department of Educational Psychology programs and faculty can be found at the following Web site address: http://www.epsy.uconn.edu. Address correspondence to the appropriate Chair at: University of Connecticut, Department of Educational Psychology, 429 Glenbrook Road, U-64, Storrs, CT 06269-2064. CT3

DISTRICT OF COLUMIA

THE GEORGE WASHINGTON UNIVERSITY, Department of Psychology is seeking applications for ASSISTANT PROFESSOR in INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY to join the Program Area in I/O and Applied Social Psychology. Tenure track position open for Fall 1999. The applicant should have a strong grounding in theory and quantitative research and a commitment to excellence in teaching. Specialty area flexible. Areas of preference include program evaluation, selection, training, performance evaluation, and present and practice measurement. Our program endorses a scientist/practitioner model, and candidates’ research should focus on organizationally-based populations. Review of applications will begin November 15, 1998 and will continue until the position is filled. Please send a curriculum vita, statement of research and teaching interests, reprints of publications, and three letters of reference to the Search Committee, Department of Psychology, The George Washington University, 2125 G Street, NW, Washington, DC 20052. The university is an affirmative action, equal opportunity employer. DC1

CHAIR, DEPARTMENT OF PSYCHOLOGY, THE GEORGE WASHINGTON UNIVERSITY. The Department of Psychology invites applications for a Full Professor or higher level faculty position in 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 departmental 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, 370 graduate students and 13 clinical, Industrial-Organizational/Appplied Social, and Clinical 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, Group Dynamics, Leadership, Neuropsychology, Prevention, and Risk-Taking. Additional information can be obtained at http://www.gwu.edu/~psychdept. Potential applicants may also contact Dr. Robert Holmstrom, Chair (202-994-7466; rholm@gwu.edu) or Dr. Rolf Peterson, Chair, Search Committee (202-994-6544; rjlp@gwu.edu), for further information. Application review will begin Jan 15, 1999 and continue until the position is filled. Applicants should send a letter of interest, curriculum vita, and a list of at least 5 references to Rolf A. Peterson PhD, Chair Search Committee, Department of Psychology, The George Washington University, Washington, D.C. 20052. Applications are strongly encouraged from women and minority candidates. George Washington University is an Affirmative Action/Affirmative Action employer. DC2

FLORIDA

Assistant/Associate Professor, THE HONORS COLLEGE OF FLORIDA ATLANTIC UNIVERSITY invites applications for a tenure-track assistant or associate professorship to begin no later than August 1999. Applicants from all areas of psychology are invited to apply. We particularly welcome candidates with strengths in cognitive psychology, neuropsychology, cognitive neuroscience, developmental psychology, or relations between psychology and other disciplines. The Honors College (http://www.fau.edu/divdept/honcol/honors.htm) will be a highly selective liberal arts college within a state university. It will offer a four-year curriculum centered on the traditional liberal arts and sciences, with an emphasis on critical thinking, independent study, community-based internships, and cross-disciplinary programs in areas such as environmental and international studies. To apply, submit a letter of interest that summarizes your qualifications, teaching philosophy, research interests, and that addresses how you can contribute to the enhancement of the Honors College community; as well as a curriculum vita, copy of graduate transcripts, and names, addresses, and telephone numbers of at least three references to Psychology Search Committee, ref APS, Honors College, 777 Glades Road, Boca Raton, 33496-7070, 33430-7070. Deadline Dec. 3, 1998. Women and minorities are encouraged to apply. FAU is an Equal Opportunity/Affirmative Action Institution. FL1

FACULTY POSITION IN BEHAVIOR ANALYSIS AT THE UNIVERSITY OF FLORIDA. The Psychology Department at the University of Florida is accepting applications for a position as an Assistant Professor (tenure-accruing), to begin in the Fall Term, 1999. Candidates with strong research and teaching credentials in any area of Behavior Analysis will be considered. The successful applicant will be expected to develop an independent research program and to participate in teaching both graduates and undergraduates. Additional information can be found on Department’s web site at http://www.psych.ufl.edu. Applications should include a curriculum vitae, a statement of teaching and research interests, up to three reprints or preprints, and three letters of recommendation. Send to: Behavior Analysis Search Psychology Department, University of Florida, Gainesville, FL 32611-2250. The deadline for receipt of applications is December 31, 1998; however, screening of applications will begin as they arrive. The University of Florida encourages applications from women and members of minority groups. The selection process will be conducted under the provisions of Florida's Government in the Sunshine and Public Records laws. Any person requiring special accommodations to complete an application should contact the Search Committee Chair. FL2

POSTDOCTORAL FELLOWSHIP IN DEVELOPMENTAL PSYCHOLOGY: Applications for a 2-year NIH funded postdoc in infant perceptual/cognitive development to begin June 1, 1999 are being considered. Responsibilities include supervising all ongoing infant research and initiating collaborative studies. Applicants with an ecological perspective are encouraged to apply. Salary is $25,000. Send vita, statement of research interests and three letters of recommendation by Jan. 15 to: Dr. Lorraine Baltrick, Dept. of Psychology, FLORIDA INTERNATIONAL UNIVERSITY, Miami, FL 33199. FLU is an EOE/AA employer. FL3

GEORGIA

AGNES SCOTT COLLEGE invites applications for a full-time, tenure-track position, beginning with the fall semester of 1999. The ideal candidate will have training in experimental psychology and be familiar with introductory psychology. The position is tenure track and will begin August 1999. Application materials must include a letter of interest, CV, and three professional references. Applications should be sent to the Chair, Psychology Search Committee, Agnes Scott College, 77 North Highland Avenue, Atlanta, GA 30307. Applications are encouraged from minority candidates. Agnes Scott College is an independent, Presbyterian-affiliated, liberal arts college for women, located in metropolitan Atlanta. Faculty salaries at all levels are at the top quintile of AAUP rankings for liberal arts colleges. FACulty development support includes a one semester, pre-tenure research leave at full pay. Please send application to: Dr. Barbara Blatclay, Department of Psychology, Agnes Scott College, 77 North Highland Avenue, Atlanta, GA 30307. The position is open until filled. ASC is an equal opportunity/affirmative action institution. GA1

November 1998
EMORY UNIVERSITY. Department of Psychology, Program in Cognition and Development is seeking a developmental psychologist at any rank with an established research program in cognitive, social cognitive, or neurocognitive development. The position entails undergraduate and graduate teaching as well as participation in a strong and active graduate program with a commitment to the joint study of cognition and its development. Women and minorities are especially encouraged to apply. A Ph.D. is required. Applicants should send vita, supporting materials, and at least three letters of recommendation to: Developmental Search Committee, Department of Psychology, Emory University, Atlanta, GA 30322. Review of applications will begin November 30, 1998. Emory University is an Equal Opportunity/Affirmative Action Employer. GA2

AUGUSTA STATE UNIVERSITY. A Senior Unit of the University System of Georgia, invites applications for a tenure-track assistant professor position in Clinical Psychology beginning August 1999. A person with exceptional academic experience may be considered at a higher rank. Candidates must have or expect to have a Ph.D. in Clinical Psychology from an A.P.A. approved program by June 1999 and are expected to obtain and maintain a professional license in Georgia. We are seeking an individual who is committed to teaching, scholarly pursuits, and university/community service. Preferred applicants will have an eclectic clinical orientation, with research and/or graduate teaching interests in areas such as assessment and intervention (particularly with children), marriage and family therapy, group dynamics, and supervision. Teaching responsibilities will also include undergraduate courses in introductory psychology, personal adjustment, developmental psychology, and abnormal psychology. Augusta State University has an enrollment of over 5,000 students and is undergoing an exciting era of development, including a new Science Building for psychology and other disciplines. The Department of Psychology has nine full-time faculty members, including 25 undergraduate majors and 50 graduate students in its clinical/applied M.S. degree program. Greater Augusta is among the nation's 50 largest metropolitan areas with a population over 400,000. It offers affordable housing along with an abundance of cultural and leisure opportunities and serves as the home for golf's prestigious Master's Tournament. Augusta is also a major health center and provides a range of professional and research opportunities. Applicants should send a vita, three letters of recommendation, graduate transcripts, and evidence of teaching and scholarly excellence to Dr. Sabina Widner, Chair, Search Committee, Department of Psychology, Augusta State University, 2500 Walton Way, Augusta, GA 30904-2200. Review of applications will begin December 1, 1998 and will continue until the position is filled. Augusta State University is an Equal Opportunity/Affirmative Action Institution. GA3

POSTDOCTORAL FELLOWSHIP. The Department of Psychology, Emory University, Atlanta, GA 30322 is accepting applications for a NIMH funded HIV/AIDS clinical research training program. The postdoctoral fellowship provides broad training in HIV/AIDS clinical research and opportunities for specialized experience along one of three pathways: HIV/AIDS applied mental health research, behavioral interventions research, and research linking basic science investigation to the clinical arena. Clinical experience also is included where directly relevant to research training. For further information and application materials, please contact: Eugene Farber, Ph.D. and J. Stephen McDaniel, M.D., Co-Directors, Emory HIV/AIDS Clinical Research Training Program, 341 Ponce De Leon Avenue, Atlanta, Georgia, 30308. Phone: (404) 616-6612. Emory University is an equal opportunity employer. GA4

ILLINOIS

THE AMERICAN BAR FOUNDATION invites applications from any qualified social scientist to join the community of resident research fellows. Please note that AFB 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 productivity; junior candidates must demonstrate outstanding potential. Salaries and fringe benefits, including TIARC-EFF, 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. AFB research fellows initiate, develop, conduct, and publish their own and collaborative social research funded through the AFB's core 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 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 applicants must include: (1) a covering letter, (2) 400-word statement of current research activities and future plans, (3) resume/cv, and (4) copies of the applicants 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 December 1, 1998, will receive full consideration. All application materials should be addressed to: John P. Heinz, Chair, Appointments Committee, American Bar Foundation, 750 North Lake Shore Drive, Chicago, Illinois 60611. IL2

FINCH UNIVERSITY OF HEALTH SCIENCES, HEALTH PSYCHOLOGIST RANK OPEN

Tenure track position for an investigator in any area of Health Psychology. Preference will be given to candidates with clinical training. Women and minority candidates are especially invited to apply. The department is an APA accredited clinical Ph.D. training program strongly committed to the Boulder Model with more than 80 full time students and nine tenure track positions. The Department is a free standing unit in the Finch University of Health Sciences. The University provides doctoral level training in most of the basic sciences related to health. All of our stu-

November 1998
Applications are invited for postdoctoral fellowships at the Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign. The Beckman Institute is a multi- and interdisciplinary research center that focuses on three main research themes: Biological Intelligence, Human-Computer Intelligent Interaction, and Molecular and Electronic Nanostructures (http://www.beckman.illinois.edu).

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

1999 Fellows will be appointed for up to 3 years, beginning as early as June 1999, and no later than December 1999. The stipend is $42,000/year, plus benefits and a research budget. Selection of Fellows is based on evidence of professional promise, capacity for independent work, outstanding achievement to date, and interdisciplinary research interests corresponding to one or more of the Institute's programs. To be eligible, the Ph.D. must have been held for no more than 4 years (i.e., received no earlier than December 31, 1994).

Application Procedure:
Application packets should be requested from: jonweaver@uiuc.edu or Julie Weaver at 717-344-5581.
Please include your full mailing address.

Deadline:
A postmark no later than Friday, January 8, 1999. Announcement of fellows will be made on or about April 15, 1999.

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

Dentists train either in Health Psychology or Neuropsychology in addition to clinical psychology. About half of the faculty has expertise in health psychology. Current research topics include coping with pain and chronic diseases including cancer and diabetes. The Department enjoys close collaboration with Departments of Medicine and Psychiatry at the Chicago Medical School as well as with the departments of clinical medicine at the North Chicago VA Medical Center whose campus we share. The Department operates a number of specialty clinics at the Medical School. With a suburban location, about 35 miles from downtown Chicago, the Department has contact with much of the major hospitals and clinics in the city as well as with local institutions. As a graduate school only, teaching loads permit ample time for research and tutorial training of graduate students. We operate on the quarter system and the typical teaching load is two courses per year. To receive consideration for this opening, please send a letter of research interests along with a vita and representative reprints. If you have any questions please feel free to call or write: Lawrence C. Perlmuter, Ph.D., Chairman, Dept. of Psychology, Finch University of Health Sciences/The Chicago Medical School, 3333 Green Bay Road, North Chicago, IL 60064, (847) 578-8754 or send e-mail to perlmutl@finch.northwestern.edu. IL.2

The Department of Psychology at the UNIVERSITY OF ILLINOIS AT CHICAGO (UIC) seeks a cognitive psychologist to fill a tenure-track position at the Assistant Professor level. All candidates with outstanding research records will be considered, we are especially interested in applicants who focus on memory and cognitive development. Appropriate focus in the area of memory include, but are not limited to, autobiographical memory, implicit memory and learning, prospective memory, knowledge representation and models of memory. Appropriate focus in the area of development include, but are not limited to, modularity, inattention, formal modeling, strategy choice, central conceptual structures and the role of constraints in development. The successful candidate is expected to teach graduate level courses in cognition as well as relevant undergraduate courses. The cognitive program at UIC is a small but growing division with a department with exceptional strengths. Cognitively oriented faculty in other departments provide rich opportunities for interdisciplinary research. The atmosphere of the department is collegial and research oriented. The UIC campus is located a short distance from the center of Chicago. Salary and startup funds are competitive. The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. Women and minority candidates are particularly encouraged to apply. Review of applicants will begin on November 1 and continue until the position is filled. Send curriculum vitae, representative publications, statement of research interests and three letters of reference to: Cognitive Search Committee, Department of Psychology, 1007 West Harrison Street (MC 285), Chicago, IL 60607, or contact the Search Committee Chair, Prof. Roger Dominowski (fax: 312-413-4222; email: rdomin@uic.edu) after August 10. IL.3

ASSISTANT PROFESSOR/CLINICAL PSYCHOLOGY WITH EMPHASIS ON PSYCHOLOGY AND LAW, THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF ILLINOIS AT CHICAGO. Invites applications for a tenure-track faculty position in clinical psychology at the Assistant Professor level, beginning August 1999. Desirable candidates will have research interests in psychology and law, will have demonstrated the ability to develop a productive research program, and will show promise for grant-supported research. Responsibilities include contributing to a growing program in psychology and law, teaching undergraduate and graduate courses in clinical psychology (e.g., research assessment), supervising graduate students' clinical work, and supervising student theses and dissertations. Applicants must have completed their Ph.D., as well as an APA-accredited internship. Licensure or license-eligibility is desirable. Applicants with research interests in all areas of psychology and law are welcome. The Department has an APA-accredited clinical program with research strengths in health psychology, smoking, eating disorders, and community-based interventions for high-risk youth. It also offers a minor in psychology and law. Faculty research interests in psychology and law include legal decision making, children's eyewitness testimony, child abuse, violence against women, use of science by the courts, distributive and retributive justice, and deceptive advertising. Research collaborations have included colleagues from various UIC departments (Criminal Justice, Psychiatry, Institute for Juvenile Research) and Chicago area courts and agencies. To ensure full consideration, applicants should send a cover letter describing their research interests, curriculum vitae, reprints, and at least three letters of recommendation by December 1, 1998 to Robbin Mendelson, Ph.D., Chair, Clinical Search Committee, Department of Psychology (MC 285), University of Illinois at Chicago, 1007 W. Harrison St., Chicago, IL 60607-7137. UIC is an Affirmative Action/Equal Opportunity Employer. IL.4

The Department of Psychology at the UNIVERSITY OF CHICAGO seeks a junior level faculty member in cognitive psychology. Memory, learning, categorization, and higher order cognition are high priority research areas in this search. Please send vita, a list of research interests, representation publications, and three letters of recommendation by January 15, 1999 to: Cognitive Search Committee, Department of Psychology, University of Chicago, 5848 S. University Avenue, Chicago, Illinois 60637. The University of Chicago is an Affirmative Action/Equal Opportunity Employer. IL.5

November 1998
BEHAVIORAL NEUROSCIENCE. The Department of Psychology at ILLINOIS WESLEYAN UNIVERSITY (pending approval) is seeking a tenure-track assistant professor (Ph.D. required) to teach introductory and advanced undergraduate laboratory courses in biological and social behavior. Applicants will also be expected to teach Introductory Psychology and courses in the all-University General Education program. The Department of Psychology is located in a diverse university setting equipped with excellent laboratory facilities including a modern and well-equipped animal colony and neuroscience laboratory. Although we are well situated to support animal study, candidates with human research interests will also be considered. Illinois Wesleyan is a highly selective, private, undergraduate liberal arts college. Excellent teaching and an active research program employing faculty mentors is expected. Review of applications will begin on December 15th and continue until the position is filled. Interested candidates should submit a vita, a description of research and teaching interests, course evaluations if available, and three letters of recommendation to Professor Donn French, Chair of Psychology, Illinois Wesleyan University, P.O. Box 2900, Bloomington, IL 61702. Illinois Wesleyan is an Equal Opportunity Employer. For more information about IWU and the surrounding community, visit our web page at http://www.iwu.edu/~iwujobs. IL10

WHEATON COLLEGE (IL) Assistant Professor tenure-track position in cognitive psychology. Teaching experience at undergraduate level in areas of cognition, learning and motivation and statistics desired. Ph.D. preferred. Application deadline: January 31, 1999. Send letter of interest, vita and names of references to Dr. Cynthia Jones Neal, Chair, Psychology Department, Wheaton College, 500 College Ave, Norton, MA 02766. Notifications will be sent to promising candidates. Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply. IL11

INDIANA The Department of Psychology at INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS invites applications for a tenure-track faculty position in clinical, rehabilitation, or health psychology. The position will be at the Associate or Full Professor level and responsibilities will include graduate and undergraduate teaching, supervision of graduate student research, active involvement in our Clinical Rehabilitation Psychology program, and a strong commitment to research in a health-related area. All areas of health-related research are welcome although those that complement our psychobiology of addictions program would be most desirable. Evidence of research productivity with the ability to attract external funding, and excellence in teaching are required. Our APA-accredited Clinical Rehabilitation Psychology program has a strong scientist-practitioner focus and emphasizes chronic health conditions (severe mental illness, neurological conditions, diabetes, etc.) across the lifespan. The Department of Psychology has 29 full-time faculty members; approximately 20 undergraduates majors, and graduate programs in industrial/organizational psychology (MS), psychobiology (PhD), and Clinical Rehabilitation Psychology (MS, PhD). Information about the department and IUPUI is available at http://www.psy.univ.iupui.edu. A PhD in psychology with specialization in health or rehabilitation, and eligibility for licensure in Indiana are required. The Search Committee will begin the formal review process November 15, 1998; applications will be accepted until the position is filled. Salary is competitive and start-up funds are provided. Send vita, copies of relevant publications, and letters from three references to the chair, CRP Search Committee, Department of Psychology, 402 North Blackford Street, Indianapolis, Indiana 46202. IUPUI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. IN1

The Laboratory for Social Research at the UNIVERSITY OF NOTRE DAME seeks a technical specialist for the position of Data Services Technician. The position will help identify and acquire data upon request from the faculty and graduate students of Arts and Letters departments. Responsibilities include upgrading and maintaining the NT, Web-based, and AFS-based data entry interfaces on which data reside; designing new or additional methods for acquiring and delivering data to the University community; and updating the database, hard copy holdings, and documentation of the Lab. Qualifications: Bachelor's degree in sociology, economics, psychology, or political science plus 2-5 years of computer-based work and data analysis. Applicants should be familiar with NT operating systems and at least one software package such as SPSS or SAS. Familiarity is also necessary with Microsoft Access or another database program. Experience with Web-based data searches and other Internet-related skills including use of FTP, UNIX, and PERL is also desirable. Salary range: $28,860-$46,140. Application reviewed upon submission and starting date open. Please send application to: Data Services Search, University of Notre Dame, Laboratory for Social Research, 940 Flanner Hall, Notre Dame, IN 46556. IN2

HANOVER COLLEGE—PSYCHOLOGY. Two assistant professor tenure-track positions beginning August 1999 to complement continuing faculty with expertise in developmental and experimental psychology. Both positions: Ph.D. or AB.D. and will teach intro and other courses in psychology, research, cognition, learning, or research methods depending upon the composition of the full department. Position 1: clinical or counseling psychologist from APA accredited institution and internship to teach abnormal and counseling courses. Position 2: area of expertise open. Send letter of application, vita, transcripts, and three letters of recommendation, and evidence of research activity to Dr. John Kranz, Chair, Psychology Search, c/o Christine Wilcox, Hanover College, P.O. Box 108, Hanover, IN 47243-0108. EOE. Review of applications begins December 31, 1998, and continues until position is filled. IN3

The Psychology Department at INDIANA UNIVERSITY-BLOOMINGTON is seeking applicants for two tenure-track appointments at the level of Assistant Professor for the Fall 1999. One position is in Cognitive Psychology and the second position is in Social Psychology. The areas of research for both positions are open. The appointments are contingent on budgetary authorization. Applications must be received by January 1st to be assured of consideration. Submit curriculum vita, (p)reprints, a description of current research interests and future directions, and arrange for three letters of reference to be forwarded to the address below. Applications from women and minority members are specifically encouraged. Indiana University is an Affirmative Action/Equal Opportunity Employer. IN4

November 1998

APS OBSERVER
PSYCHOLOGY—THE UNIVERSITY OF SOUTHERN INDIANA invites applications for a tenure track position as Assistant Professor of Psychology beginning August 1999. Teaching responsibilities include lifespan development, personality, and introductory psychology. Must demonstrate strong commitment to teaching, ability to supervise undergraduate research, and willingness to supervise the student internship program. Ph.D. with completion ofpre-doctoral internship required. The University is committed to excellence in teaching, scholarship and professional activity, and service to the University and community. Application deadline is December 31, 1998, but extended until position filled. Women/minorities encouraged to apply. Submit letter of application, curriculum vitae, and names of three professional references to: Dr. Charles Melska, Chair, Psychology Department, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. AA/EOE. INS

IOWA

COE COLLEGE: Experimental Psychology. Full-time tenure-track faculty position in a five-person department effective August 1999. Primary teaching assignments consist of learning, statistics, neuroscience, and other courses in the candidate’s area of interest. In addition, responsibilities include maintaining an animal lab and conducting a vigorous research program involving undergraduates. The position requires a Ph.D. in Psychology and a strong commitment to excellence in teaching and supervising undergraduate research. Coe is a highly selective liberal arts college of about 1,100 students located in Lake Geneva, an area of about 130,000 residents. Send letter of application, vita, and three letters of recommendation by November 30, 1998, to Dr. Laura Skander-Trombley, Vice President for Academic Affairs, Coe College, 1220 First Ave., Cedar Rapids, IA 52402. Coe College is an Equal Opportunity and Affirmative Action educator and employer. IA1

DEPARTMENT CHAIR: The Department of Psychology at IOWA STATE UNIVERSITY invites applications from outstanding scholars for the position of Department Chair and Professor of Psychology. The department has a budget of approximately $1.4 million, a faculty of approximately 30, and Ph.D. programs in human experimental psychology, social psychology, and counseling psychology. In its APA accredited program, the department has approximately 300 majors and 65 graduate students. Because of impending retirements and a highly favorable atmosphere for continued growth, the incoming chair will have an opportunity to build on the department’s strengths. The successful candidate will have demonstrated academic leadership and have a strong scholarly record. The chair is expected to maintain a strong research program while administering the department. Preference may be given to applicants with teaching and scholarship in areas where IOWA STATE University is an Affirmative Action/Equal Opportunity Employer. [http://psych-server.iastate.edu] IA2

COGNITIVE PSYCHOLOGY: The Department of Psychology at IOWA STATE UNIVERSITY invites applications for a tenure-track/tenured position in Cognitive Psychology to begin August 1999. Although this position is designated at the rank of Assistant Professor, more senior applicants may also be considered. The successful candidate will have a record of publications in refereed psychology journals and evidence of teaching potential commensurate with experience. Applicants in all areas of cognitive psychology will be considered. Some preference may be given to candidates who have a background in cognitive development or human judgment and decision making. A research-friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career. This position will begin November 20, 1999. Send a cover letter describing research and teaching interests, vita, relevant (p)prints and three letters of reference sent to: Michael W. O’Boyle, Chair of the Cognitive Search Committee, Department of Psychology, Iowa State University, Ames, IA 50011-3180. Iowa State University is an Affirmative Action/Equal Opportunity Employer. [http://psych-server.iastate.edu] IA3

COUNSELING PSYCHOLOGY: The Department of Psychology at IOWA STATE UNIVERSITY invites applications for a tenure-track/tenured position (assistant, associate, or full professor) in its APA accredited program in counseling psychology, to begin in August 1999. The successful candidate will have a record of publications in refereed psychology journals and evidence of teaching potential commensurate with experience. Applicants in all areas of counseling psychology will be considered. Some preference may be given to candidates with teaching interests in life-span development. Opportunities exist for affiliation with the Office of Precollege Programs for Talented and Gifted, the Institute for Social and Behavioral Research, and/or the Student Counseling Service. A research-friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career. This position will begin November 20, 1999. Send a cover letter describing research and teaching interests, vita, relevant (p)prints and three letters of reference sent to: Michael W. O’Boyle, Chair of the Counseling Search Committee, Department of Psychology, Iowa State University, Ames, IA 50011-3180. Iowa State University is an Affirmative Action/Equal Opportunity Employer. [http://psych-server.iastate.edu] IA4

UNIVERSITY OF LOUISVILLE

(DIRECTOR ENDED CHAIR) INTERDISCIPLINARY CENTER FOR RESEARCH ON EARLY CHILDHOOD

The University of Louisville invites applications and nominations for the position of Director of its newly forming Interdisciplinary Center for Research on Early Childhood. The Center will conduct and disseminate research about the education and development of young children and will support the creation of a multidisciplinary team that will study the importance of family support and coordination of community resources.

The Center will be housed in the School of Education, but other departments including psychology, social work, family therapy, pediatrics, speech pathology, and music will participate in its work. The Center will cooperate with the National Center for Family Literacy, the Jefferson County Public Schools, and community childcare and educational agencies. The Director will be expected to lead in designing and carrying out the Center’s agenda.

A candidate for this position will have a record of achievement that warrants an appointment as a full professor. This appointment will include an endowed chair. The candidate’s background will include significant experience including a strong record of external funding, professional experience with young children, familiarity to work with diverse constituencies, departments and agencies, and a record of leadership that incorporates an interdisciplinary perspective. Compensation will be commensurate with a candidate’s experience and qualifications.

Interested persons or nominators should send a letter that expresses interest and addresses the aforementioned criteria along with a current vita to Dr. Karen Karp, Chair, Early Childhood Search, School of Education, University of Louisville, Louisville, KY 40292. The committee’s review will begin on November 15, 1998. Applications will be accepted until the position is filled.

KY2

SOCIAL PSYCHOLOGY: The Department of Psychology at IOWA STATE will have a tenure-track/tenured opening in the social psychology area beginning August of 1999. The position is targeted at the assistant professor level; however, well-qualified senior applicants will be considered. We are seeking a scholar with a strong record of publications in refereed psychology journals and evidence of teaching potential commensurate with experience. Applicants in all areas of social psychology will be considered. Some preference may be given to those with teaching or research interests in social development. The successful applicant will join a program that currently has seven very research active faculty members (see our web site at http://psych-server.iastate.edu). The area is one of three areas (along with counseling and human experimental) in the department, all of which are currently hiring new faculty. Review of applications will begin November 20 and continue until the position is filled. Applicants should send a CV, letter of application, two or three reprints, and have three letters of recommendation sent to: Rick Gibbons, Chair, Social Psychology Search Committee, Department of Psychology, Iowa State

November 1998

APS OBSERVER
University, Ames, IA 50011-3180.
Iowa State is an Affirmative Action/Equal Opportunity Employer. IA5

THE UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY: in
vites applications for a TENURE TRACK INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
POSITION at the Assistant Professor level beginning Fall, 1999.
Qualifications include: an earned Ph.D. in I/O Psychology (ad-
vanced ABDs considered), strong methodological skills, and evidence of
potential research productivity and teaching excellence. The suc-
cessful applicant will teach undergraduate courses in her/his spe-
cialty, be an active participant in the department's introduction to
psychology courses, and participate in instruction/thesis supervision in
the M.A. program in psychology. Applicants with interests in areas of
organizational psychology, job satisfaction, leadership, group in-
fluences, work motivation, organizational change, etc. are preferred.
The University of Northern Iowa is
a 13,000 student state university
ranked by U.S. News and World
Report as one of the top 10 Mid-
western regional universities. Ap-
plicants should send a letter of
interest, curriculum vitae, three let-
ters of reference and reprints/pre-
prints to: Chair, DO Search Com-
mittee, Department of Psychology,
University of Northern Iowa, Cé-
dar Falls, IA 50614-0505. APPLI-
CATIONS MUST BE RECEIVED BY DECEMBER 1, 1999 FOR CONSIDERATION FOR THE 1999-1990
Equal Opportunity Educator and Em-
ployer with a Comprehensive Plan for
Affirmative Action. IA6

KANSAS

ASSISTANT PROFESSOR IN CLINICAL PSYCHOLOGY, UNIVERSITY OF KANSAS.
The Department of Psychology seeks
applications for a tenure track position
to begin August 1999 in
clinical psychology with special-
ization in health psychology. To
qualify, the candidate should have
a Ph.D. from an APA-accredited
clinical psychology program or
formal specialization in clinical psy-
chology that meets APA guidelines,

as well as an APA-accredited in-
ternship. Evidence of potential
for high quality research and teaching
in health psychology (e.g., health
psychology assessment, health-re-
lated research, treatment of medical
stigmatization of major medical disor-
ders, intervention in health psychol-
y), as well as grant-getting poten-
tial are desirable. Send curricu-
mum vitae, graduate transcripts, three
letters of reference, statement of
research and teaching interests, and
representative reprints/preprints to:
Annette Stanton, Clinical Search
Committee, Department of Psychol-
y, University of Kansas, Lawrence,
KS 66045-2160; (785) 864-9804. Review of materials begins January 3, 1999 and con-

continues until position is filled. Applicants
are especially welcome from members of underrepresented
groups. Position is contingent on final budgetary approval. EO/AA
employer. KS1

Assistant Professor, KANSAS STATE UNIVERSITY. The
Department of Psychology is accepting
applications for a tenure-track position in behavioral neuroscience
beginning August 1999. Applicants
should have a Ph.D. with a strong background in behavioral
analysis and physiological psychology, an active research pro-
gram, and demonstrated skills in the design and implementation of
an application, vita, statement of teaching and research objectives,
and three letters of reference to Stephen
W. Kiefer, Professor and Head, De-
partment of Psychology, Room 492
Bluemont Hall, Kansas State Uni-
versity, Manhattan, KS 66506-
5302. To ensure full consideration,
applications should be received by
January 15, 1999. AA/EOE. KS2

KENTUCKY

THE UNIVERSITY OF KENTUCKY Department of Psychol-
ogy invites applications for a tenure-
track position in clinical psychol-
y at the Assistant Professor level
beginning August 1, 1999. The area of specialization is open with
the Department seeking the most qualified applicants for this
position regardless of specialty area.
The applicant must have completed
a Ph.D. degree, from an APA-accredited program and completed
from an APA-approved site. The University of Kentucky offers high quality research
facilities, a collection of en-
getic colleagues committed to
research excellence, and a strong
cadre of researchers from a variety of disciplines interested in collabora-
tive studies (e.g., Sanders-Brown Center on Aging, Center for Pre-
vention Research, and the Colleges of Dentistry and Medicine). Duties
will include research, teaching at the
undergraduate and graduate levels,
clinical supervision, and service to
the university community.
Interested applicants should sub-
in a current curriculum vitae, copies of
relevant research publications, and at least three letters of recommenda-
tion to Dr. Philip J. Kraemer, Chair, Department of Psychology,
University of Kentucky, Lexington,
KY 40506-0044. The University
of Kentucky is an Affirmative
Action/Equal Opportunity em-
ployer, and applications from mi-
nority and female applicants are encouraged. Review of applicants
will begin on December 13, 1998, and continue until the position is
filled. KY1

LOUISIANA

The Department of Psychology at
THE UNIVERSITY OF NEW ORLEANS
(a member of the LSU System) invites
applications for a tenure track position in our Applied Biopsychology Ph.D. pro-
gram for the Fall, 1999 semester. We are seeking applicants at the assistant professor level. Can-
didates must have a Ph.D., at least two years postdoctoral training, and have demonstrated a publication record of original scientific research. Successful candidates are expected to develop a sustained program of research, and to be able to compete for extramural funding, provide training for graduate students, and teach both undergraduate and graduate level psychology courses. Salary is competitive and based on qualifications. Start-up funds will be provided. Candidates should send their C.V., a statement of research interests and goals, and the names and ad-
dresses of three references to: An-
thony L. Vaccarino, Ph.D., Chair, Applied Biopsychology Search Committee, Department of Psychology,
University of New Orleans,
New Orleans, LA 70148. The Uni-
versity of New Orleans is an Equal
Opportunity Employer. Women and
minorities are encouraged to ap-
ply. Alvps@uno.edu. LA3

Cognitive Psychology: The Department of Psychology at the UNIVER-
SITY OF TITHE WESTERN LOUISIANA announces a
opening for a tenure-track Assis-
ant Professor to start Fall 1999. We seek applicants with an earned
Ph.D. in cognitive psychology or a closely related area who have
demonstrated potential for excel-
ence in research that would con-
tribute to a new interdisciplinary
cognitive science program special-
izing in areas of comparative cogni-
tion, cognitive processes, and
language. Salary is competitive, and will depend on experience and qualifications.
Screening of applications will con-
mence January 10. Please send
application materials ( vita, tran-
scripts, 3 letters of recommenda-
tion, copies of sample publications/preprints/grant applications) to
Claude G. Cech, Head, Cognitive Psychology Search Committee.
Department of Psychology, Girard Hall
P.O. Box 43131, University of Southwestern Louisiana, Lafayette,
LA, 70504-3131. Email enquiries may be sent to cech@ulsu.edu. USL
is an Equal Opportunity/Affirma-
tive Action Employer. LA4
MAINE

UNIVERSITY OF MAINE. Assistant to Associate Professor / Social Psychology. The Department of Psychology at the University of Maine invites applications for a tenure-track position in Social Psychology beginning August 1999. Applications are encouraged from assistant to associate professor level beginning September 1999. The department offers Ph.D. programs in social, clinical, developmental/cognitive, developmental, and experimental psychology. Interested candidates must have a Ph.D., an emphasis on social cognition is desirable, and postdoctoral experience is preferred. Candidates should exhibit a strong commitment to teaching at both the undergraduate and graduate levels. Experience teaching diverse populations of students is preferred. A commitment to and evidence of promise in research as well as experience in securing external funding is essential. The University of Maine is located in the scenic town of Orono, situated 70 miles northeast of the beautiful Bar Harbor area, which includes Acadia National Park, and approximately the same distance to skiing and hiking areas. The area provides a pleasant, safe, and affordable living environment. Extensive cultural activities are available at the Maine Center for the Arts and in the greater Bangor area. Salary is competitive. Applicants should send a letter of application which includes a statement of teaching and research interests, a curriculum vitae, copies of reprints/preprints, official transcripts, and three letters of reference to: Dr. Joel Gold, Chair, Department of Psychology, University of Maine, 575 Little Hall, Orono, ME 04469-5705. Review of applications will begin on January 1, 1999, and will continue until the position is filled. The University of Maine is an Equal Opportunity/Affirmative Action Employer, minorities are strongly encouraged to apply. ME2

MARYLAND

POSTDOCTORAL RESEARCH FELLOWSHIP, JOHNS HOPKINS SUBSTANCE ABUSE RESEARCH. Postdoctoral human research fellowships available in a stimulating and productive environment with excellent clinical and research opportunities. Human Laboratory Studies related to the clinical and behavioral pharmacology of abused drugs, abuse liability testing, and anti-drug abuse medications development. Opioids, cocaine, ecstasy, and other drugs of dependence. Clinical Trials of Substance Abuse Treatments—pharmacotherapies and behavior therapies (esp. incentive-based therapies), and their interaction. Opioids, cocaine, tobacco, and other drugs of dependence. Minorities encouraged. USPS stipend levels based on experience. U.S. citizens, permanent residents only. Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D., Maxine L. Stitzer, M.D., BPRU, Behavioral Biology Research Center, 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035. M1

WASHINGTON COLLEGE seeks candidates for a one semester sabbatical replacement position for the Spring semester, 1999 as a visiting assistant professor in the Psychology Department. Ph.D. preferred. ABD considered. The department is looking for a social psychologist broadly defined. The successful candidate would teach half-semester social component of our introductory psychology class, social psychology, and one other class that could reflect the candidate’s interests. Washington College is located on the Eastern Shore of Maryland near the Chesapeake Bay. Washington D.C., Baltimore and Philadelphia are within easy driving distance. Submit vita, graduate transcripts, three letters of recommendation and copies of teaching evaluations (if available) to Dr. George Spilich, Chair, Psychology Department, Washington College, 300 Washington Avenue, Chester-town, MD 21620. Review will begin on Nov. 15 and continue until the position is filled. Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. Department web site: http://WWW.washcoll.edu/WC.HTML Academics/Kerchner/PsyDept/calk. M2

THE UNIVERSITY OF MARYLAND AT COLLEGE PARK has an opening for a faculty member at the Assistant Professor (tenure-track) level in Clinical Psychology. The Department seeks an individual with a strong clinical science background and with evidence of a program of research that can be sustained by external support. Candidates should have a minimum of one year postdoctoral experience. Applicants whose interest is in the development of psychopathology states, development and evaluation of treatment interventions, or the interaction of biological and psychological variables in psychotherapy are encouraged to apply. All specialties will be considered but there is particular interest in those who focus on child externalizing disorders, health psychology, neuropsychology, or major adult psychopathological states. The clinical training program at the University of Maryland at College Park is in the process of building a scientist-practitioner program with a strong emphasis on psychopathology and empirically derived and supported intervention strategies. Thus, in addition to a program of research, the successful candidate will have the expertise and desire to provide direct clinical supervision of graduate students. Other duties will include graduate and undergraduate teaching and supervision of student research. Please send a vita, statement of research interest, and arrange to have three letters of recommendation sent to: Dr. Samuel M. Turner, Clinical Search Committee, Department of Psychology, University of Maryland, College Park, MD. 20742. Women and minorities are encouraged to apply. The University of Maryland actively subscribes to both a policy of affirmative action and equal educational and employment opportunities. For best consideration, all of the above application materials should be received by 15 January 1999. M3

Two tenure-track, rank open but assistant professor-preferred positions: CLINICAL/COUNSELING AND LEARNING. St. Mary's College of Maryland, a public honors college, seeks two colleagues for
an eleven-person department beginning August, 1999. The clinical/counseling psychologist will teach personality, abnormal, and introductory psychology among other courses. The learning psychologist will teach an animal learning laboratory, statistics, and a lower-level course with a learning component; a second area of teaching expertise such as biopsychology or motivation is desired. The College teaching load is three courses per semester, with an option of year-long positions. The position is available on September 1, 1999, or expected by September 2000. In exceptional circumstances, a one-year appointment will be considered. Area of specialization is open. The normal course load consists of a survey course on Psychological Disorders, the psychopathology section of a team-taught Introduction Psychology course, an advanced research seminar in the candidate's area of interest, and either a Research Methods course or an upper level seminar. This requires teaching of both research designs and research in psychology. The position is available for the academic year, September 1, 1999, to August 31, 2000. Salary is commensurate with experience. Full details of the position and the application procedure may be obtained from: The College of Psychology, St. Mary's College, 2200 College Avenue, Indiana, IN 46476. Complete application materials are due before December 15, 1998.
department of Psychology, Harvard University, 33 Kirkland Street, Cambridge, MA 02138. Applications should be received by December 31, 1998. Applications from women and members of minority groups are especially encouraged. The University is an Affirmative Action/Equal Opportunity Employer. MA6

MERRIMACK COLLEGE Assistant Professor-Neuroscience. The Department of Psychology at Merrimack College seeks a neuroscientist (broadly construed) for a tenure-track Assistant Professor to begin Fall, 1999. Applicants should have a Ph.D. in Psychology, and have a strong commitment to undergraduate teaching, research, and service to the academic community. The typical teaching load is 12 credit hours per semester (4 courses with 2-3 preparations). Possible teaching opportunities include physiological psychology, classical & operant conditioning with lab, history & systems, general psychology, and additional courses within the applicant's area(s) of interest and expertise. Founded in 1947, Merrimack College is a small Catholic college of the liberal arts and professions, with a programmatic emphasis on inquiry and conversation about civilization. The Psychology curriculum includes 8 full-time faculty. Neuroscience represents a shift in emphasis in this faculty position. Given the relatively limited resources typical of a small liberal arts college, applicants should include a description of the basic equipment and faculty required to support their research program, and a realistic estimate of associated costs. Other supporting materials, including curriculum vitae, three letters of reference, descriptions of research interests and samples of written work, should be sent to Dr. Carol Ann Dalto, Department of Psychology, Merrimack College, 315 Turnpike St., North Andover, MA 01845. Merrimack College is an Equal Opportunity Employer. Women and members of minorities are encouraged to apply. We will begin considering applications on January 1, 1999. MA7

CLINICAL RESEARCH PSYCHOLOGIST WITH ACADEMIC APPOINTMENT. The Behavioral Science Division of the National Center for PTSD has an opening for a psychologist with research and teaching responsibilities in the area of post-traumatic stress disorder or related topics. The National Center is a seven-site consortium funded by the Department of Veterans Affairs to conduct research on PTSD and to provide education about the disorder, its prevention and treatment. The Behavioral Science Division is located in the Boston VA Medical Center and has a staff of 25-30, including 10-12 Ph.D. psychologists and 2-4 post-doctoral fellows who are part of an NIH-funded post-doctoral training program. The Division has a congenial and energetic staff, supported by extensive resources for research, educational, and clinical activities. National Center activities focus on clinical research with veterans with combat-related trauma, but candidates who have experience with and interest in other trauma populations are strongly encouraged to apply. Candidates with other specialties (e.g. behavioral medicine, gerontology, personality, life span development) that may be applied to the study of traumatic stress are especially welcome. Requirements for the position are a Ph.D. and clinical internship from APA-accredited program. Clinical experience, computer, and grant writing skills, eligibility for professional licensure in Massachusetts, and capability for supervising pre-doctoral psychology interns who are training in an APA-accredited program. The successful candidate can expect an academic appointment with Boston University School of Medicine and a salary in the range $41,192-$76,319, both commensurate with experience. Send curriculum vita with accompanying reprints/preprints, a letter stating professional interests and plans, and three letters of recommendation to Terence M. Keane, Ph.D., National Center for PTSD (116B-2), Boston VA Medical Center, 150 South Huntington Avenue, Boston, MA 02130-4817. Applications will be accepted until the position is filled, but submission of materials before January 1, 1999 is recommended. The Department of Vascular Affairs is an Equal Opportunity Employer. MA8

SUFFOLK UNIVERSITY, Department of Psychology is seeking a full-time licensed Boulder model Visiting Assistant Professor of Clinical Psychology for September 1999 (subject to budgetary approval). Duties include undergraduate and graduate teaching and research supervision; we are seeking an individual whose research program falls within clinical-developmental psychology most broadly defined. The position may ultimately be converted to tenure-track. Please send letter of application, curriculum vitae, reprints, and three letters of recommendation to: Jack Demick, Chair; Psychology Department; Suffolk University; 8 Ashburton Place; Boston, MA 02108. Review of applications will begin immediately. Suffolk University is an equal opportunity employer. MA9

MICHIGAN

SENIOR CLINICAL FACULTY POSITION. The Department of Psychology at WAYNE STATE UNIVERSITY seeks an associate or full professor for a fully approved Ph.D. Clinical Program and to direct our training clinic. The psychology clinic provides a full range of assessment and therapeutic services for the Detroit community. Doctoral students provide services under the supervision of the Director and the clinical faculty. The director oversees all aspects of the clinic, including financial and clinical operations. In addition, the director serves as a member of the clinical faculty, teaching graduate and/or undergraduate courses, conducting research, and supervising theses and dissertations. The clinical training program has specialty training in community psychology, psychotherapy, clinical health psychology, and neuropsychology. The area of research focus is open. However, the candidate should have a strong record of programmatic, funded research that would augment the activities of the clinic and teaching interests that would contribute to the core training program. Applicants should send a cover letter describing their teaching and research interests, their curriculum vita, copies of recent publications, and arrange for three letters of reference to be sent to: Chair, Clinical Search Committee, Wayne State University, Department of Psychology, 71 West Warren, Detroit, MI 48202. Applications will be accepted until the position is filled. Wayne State University is an equal opportunity/affirmative action employer. MI1

The Department of Psychology at WAYNE STATE UNIVERSITY seeks to fill a new tenure-track position in Biopsychology, effective Fall 1999. Rank is open. The successful candidate will be expected to teach two courses per semester, including our Brain and Behavior undergraduate course. In addition, he/she will be expected to conduct an externally funded research program. Applicants in any area of Biopsychology will be considered, although individuals whose research programs focus on developmental neuroscience, cognitive neuroscience or behavioral genetics will be particularly encouraged to apply. Interested individuals should submit a cover letter describing teaching and research interests, a curriculum vitae, and copies of at least four recent publications. Arrange to have three letters of recommendation sent to: Chair, Biopsychology Search Committee, Department of Psychology, Wayne State University, 71 West Warren Avenue, Detroit, MI 48202. Applications will be accepted until December 10, 1998, or until the position is filled. Interested applicants are encouraged to apply immediately. We strongly encourage qualified minority and/or female candidates to apply. Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures and vehicles on the Wayne State University - People working together to provide quality service. MI2

The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking an outstanding clinical neuropsychologist or clinical-neuroscientist for a tenure system appointment at the rank of assistant professor effective August 16, 1999. The successful candidate will be a clinical neuropsychologist with a neuropsychological, cognitive, and/or cognitive-neuropsychology orientation to the study of psychopathology who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Our preference is for candidates who combine an information processing approach (broadly defined) with techniques for illuminating brain function, such as dense-array EEG, functional MRI, or psychopharmacology. However, a broad spectrum of neuropsychologically-oriented researchers will be considered to find the strongest candidate. Research interests include, but are not limited to, psychopathology or problems of older adults and major mental disorders; would best complement existing strengths in our clinical neuropsychology program. Preference will be given to candidates with a Ph.D. in clinical psychology from an APA-accredited program who also have post doctoral training. Review of applications will begin November 15, 1998 and continue until the position is filled. Send vitae, copies of representative publications, and three letters of recommendation to: Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824. Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer. MI3

The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking outstanding evaluation and methodology faculty for the upcoming tenure system faculty positions at the rank of assistant professor effective August 16, 1999. We seek individuals interested 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 behaviors and their environment over time. Applications are welcome from individuals in all subdisciplines of psychology. Successful applicants will be expected to establish an independent research program and contribute to our continuing cross-area initiative in evaluation science. In addition, applicants will 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/methodological 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, 1998 and continue until positions are filled. Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer. M14

APPLIED COGNITIVE SCIENCE - The Department of Psychology at MICHIGAN STATE UNIVERSITY invites applications for two anticipated tenure system positions at the rank of Assistant Professor in a recently-established Applied Cognitive Science Initiative intended to integrate cognitive, industrial-organizational, and social psychology and related expertise into the University's strong performance effective August 16, 1999. Applicants should be interested in working with faculty and students on research topics that focus on the applications of cognitive science to industry, organizations, and social contexts. Applicants are especially encouraged to apply. MSU is an EO/AA employer. M14

PHYSIOLOGICAL OR NEUROPSYCHOLOGIST, KALAMAZOO COLLEGE - The Psychology Department has a tenure-track opening beginning fall, 1999 for a physiological psychologist/neuropsychologist a related specialist to teach general experimental methods, introductory psychology, physiological psychology, and other courses in one's area of interest and expertise. Ph.D. required. Send letter of application, curriculum vitae and three letters of recommendation to Dr. Richard Boyum, Chair, Department of Psychology, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006. Kalamazoo College encourages candidates who will contribute to the cultural diversity of the College to apply and to identify themselves if they wish. Equal Opportunity Employer. M18

GRAND VALLEY STATE UNIVERSITY - Four tenure-track positions, beginning Fall, 1999. For all the positions, the Ph.D. is required. We seek candidates whose backgrounds and training provide them with the potential they will be excellent teachers, researchers, and colleagues. In addition to courses in the speciality area, all candidates should be able to teach introductory Psychology. In every case there is the opportunity to develop courses in the area of expertise. Area I: Lifespan Developmental Psychology, Assistant Professor. We are seeking a lifespan developmentalist and/or gerontologist who can teach courses in life-span issues. Expertise in biological, cognitive, or psychosocial lifespan development is desirable. Area II: Community/Clinical/Counseling Psychology, Assistant Professor. Although the areas of specialty is open, we are particularly interested in individuals who have research and teaching interests and/or with interests in early detection and/or prevention of mental health problems, person-environment fit, the impact of social factors and socio-cultural systems on mental illness, or substance abuse. Candidates should be able to play a role in
a master's level graduate program that is proposed to begin in Fall, 2000. Michigan license eligibility is desirable but not strictly required.

**Area III: Industrial/Organizational Psychology, Assistant/Associate/Full.** We seek someone with expertise in any of the following areas: Personnel Selection, Assessment, Job Analysis, Training, Performance Appraisal, Motivation/Satisfaction, Leadership, or other areas of direct relevance to industrial/organizational psychology. A PhD background is desirable. Candidates should be able to teach two or more of the following courses: Industrial/Organizational Psychology, Tests and Measurement, Human Relations, Practice, Individual Differences, Introductory Psychology. Candidate should also be able to play a role in a master's level graduate program that we have proposed to begin in Fall, 2000. Area IV: Content of Teaching. We seek a Cognitive, School, or Educational Psychologist with expertise in one or more of the following areas: cognitive development, applied cognition, diversity in the classroom, developmental disabilities, and/or related fields with direct applicability to teacher preparation. Candidates must be able to teach Psychology Applied to Teaching and other courses related to area of concentration. Experience in schools is an asset. Candidates for all these positions must be committed to undergraduate liberal education, with research interests that can involve undergraduates. We are a dynamic, growing department whose faculty have diverse scholarly interests. The department offers several popular undergraduate programs and is proposing new graduate programs. Laboratory facilities and faculty presence are important in this regard. Candidates are expected to contribute to the interdisciplinary nature of psychology at Grand Valley State University.

**MISSOURI**

**THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF MISSOURI-COLUMBIA is inviting applications for four tenure-track assistant professor positions.** We intend to make appointments in the following areas: (1) SOCIAL with interests complementing existing faculty, including the interface between Motivation, Emotion and Cognition; Personality and Individual Differences; Information Processing and Decision Making; and Health; (2) QUANTITATIVE with interests in categorical data analysis, mathematical modeling of psychological processes, multilevel modeling, and missing data imputation and estimation techniques; (3) your position in DEVELOPMENTAL, one in the broadly defined area of cognitive development (e.g., theory of mind, cognitive aging, memory development) and the other in the broadly defined area of social development (e.g., attachment, friendship, emotional development). The primary criteria for filling the positions are demonstrated scholarly excellence and potential for securing extramural funding. Although our goal is to hire the best scholars, irrespective of the exact content of their research programs, we are especially interested in individuals who have interests in, or the ability to interface with, health psychology/addictive behaviors/cognitive neuroscience. To apply, send vita, up to five representative reprints, a cover letter that reviews your research program and teaching interests, and three letters of recommendation to: Chair of the Search Committee, Department of Psychology, 210 McAlister Hall, University of Missouri, Columbia, MO 65211. Inquiries can be made to the relevant search committee chair: Social - Ann Bettencourt (573) 882-0443; psyannb@showme.missouri.edu; Quantitative - Phil Wood (573) 882-4579, woodp@pysarc.psyc.missouri.edu; Developmental - Dave Geary (573) 882-6268, pyscorie@showme.missouri.edu. We will begin screening applications in October 1998, and anticipate interviewing as early as November with a start data of August 1999. The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era.

**The Department of Human Development and Family Studies at the UNIVERSITY OF MISSOURI-COLUMBIA has an opening for a tenure-track faculty member in Human Development. Rank is at the assistant or associate level. The position is 9 months, beginning in the 1999-2000 academic year. Duties include undergraduate and graduate teaching; conducting an active program of research; advising undergraduate, master's, and doctoral students; and participating in human development and related disciplines. Teaching experience, preferably including the supervision of student writing, is required. Applicants should have academic training in human development or a related field, and should be willing to actively participate in the department's focus on family, diversity and multiculturalism. Salary will be commensurate with qualifications and expertise. Women and minorities are encouraged to apply. The University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation.**

The Department of Human Development and Family Studies at the UNIVERSITY OF MISSOURI-COLUMBIA is recruiting for the endowed Millisip Professorship of Family Diversity and Multicultural Studies. The department has identified multiculturalism and family diversity as its focus and seeks an individual with expertise in research on African American issues in human development and/or family studies. The starting date for the 9-month position is 9/99 or sooner. Preferred rank: Full or advanced Associate Professor with evidence of teaching undergraduate and graduate courses; advising undergraduate, master's and doctoral students; conducting an active program of research; participating in the department's Center for Family Policy and Research; and engaging in university and community service. Women and minorities are encouraged to apply. The University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation. Review of applications will begin immediately and continue until the position is filled. Send a cover letter addressing qualifications and interests, vita, reprints, and 3 letters of reference to Jean Ispa, Chair, Search Committee, Dept. Human Development and Family Studies, 31 Stanley Hall, University of Missouri, Columbia, MO 65211, MO2

The Department of Human Development and Family Studies at the UNIVERSITY OF MISSOURI-COLUMBIA has an opening for a tenure-track faculty member in Human Development. Rank is at the assistant or associate level. The position is 9 months, beginning in the 1999-2000 academic year. Duties include undergraduate and graduate teaching; conducting an active program of research; advising undergraduate, master's, and doctoral students; and participating in human development and related disciplines. Teaching experience, preferably including the supervision of student writing, is required. Applicants should have academic training in human development or a related field, and should be willing to actively participate in the department's focus on family, diversity and multiculturalism. Salary will be commensurate with qualifications and expertise. Women and minorities are encouraged to apply. The University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation.
Review of applications will begin January 15, 1999 and will continue until the position is filled. Applicants should submit a vita, letter of interest, a detailed description of teaching experiences, and three academic references letters to Marilyn Coleman, Chair, Search Committee, Development and Family Studies, 111 Stanley Hall, University of Missouri - Columbia, Columbia, MO 65211-7700; 573-882-4360 (office phone); 573-884-5550 (office fax); colemanmm@missouri.edu. MO5

HUMAN PSYCHOBIOLOGY: Department of Psychology at the UNIVERSITY OF MISSOURI-ST. LOUIS seeks candidates for a full-time tenure track appointment at the Assistant Professor level in the area of Human Psychobiology with applied interests to begin Fall semester, 1999. The department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology. They are searching for a scholar with a small doctoral program in experimental psychology. Position requires teaching a graduate course in the biological bases of behavior (e.g., psychopharmacology, neurophysiology) for the clinical program, introduction to research (and other courses of interest) at the undergraduate level, and occasionally offering an additional course at the graduate level. Position also requires establishing a research program and publishing in appropriate outlets, along with efforts to secure external funding for research. It will be a major plus if candidate has potential overlapping interests with the clinical and/or I/O graduate programs. Send letter of application containing research and teaching statements, along with Vita and reprints of research publications by January 15, 1999, to Chair, Psychology Department, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO4

EDUCATIONAL/DEVELOPMENTAL/REHABILITATION/APPLIED LEARNING PSYCHOLOGIST. Two tenure track assistant professor positions and one non-tenure instructor position beginning 8/99. Responsibilities include teaching 12 hours of undergraduate and graduate courses. A degree emphasis in one or more of the following areas (educational, developmental, rehabilitation, or applied learning psychology) is desirable for all positions. A doctorate is required for the two tenure track positions. A minimum of a master’s degree is required for the non-tenured position. Evidence of teaching excellence and experience working with children and/or adults in an educational, clinical or rehabilitation setting is preferred. Send a letter of application, vita, three letters of reference, transcripts, preprints, reprints, and evidence of publications to: Art D. Kemp, Ph.D., Search Coordinator, Department of Psychology and Counselor Education, CENTRAL MISSOURI STATE UNIVERSITY, Warrensburg, MO 64093. Review of applications begins December 15 and continues until filled. Central is an AA/EEO/ADA employer and strongly encourages applications from women and minorities. MO5

CHAIR, DEPARTMENT OF PSYCHOLOGY AND COUNSELOR EDUCATION. Ph.D. in psychology required. Rank as a tenured professor and administrative experience desirable. Experience with undergraduate and graduate programs, budget management, program development/assessment, and advising/mentoring with diverse populations is required. Send letter of application, vita, copies of transcripts, vita, and three letters of recommendation, and reprints/preprints to Dr. J. P. Burke, Department of Psychology and Counselor Education, CENTRAL MISSOURI STATE UNIVERSITY, Warrensburg, MO 64093. Review begins December 15, and continues until filled. Central values diversity — minorities and females are encouraged to apply AA/EEO/ADA. MO6

PSYCHOLOGY ASSISTANT PROFESSOR (tenure-track position to begin August 1999) - to teach four courses each semester in general psychology/industrial/organizational/related personnel psychology courses; supervise student research projects/practice. REQUIRED: demonstrated evidence of teaching ability and commitment to undergraduate education. PREFER: Ph.D. in psychology. Qualifying applicants must submit a letter of interest (include e-mail address if applicable), vita, unoffi cial transcripts and at least three letters of reference (to be sent directly by references or confidential placement file) to: Dr. Phil D. Wann, Department of Psychology, Chairperson, MISSOURI WESTERN STATE COLLEGE, 4525 Downs Drive, St. Joseph, MO 64507. DEADLINE: Applications will be reviewed as received until position filled. EO/AAA. MO7

MONTANA

THE UNIVERSITY OF MONTANA-MISSOULA. The Department of Psychology invites applications for three (3) tenure-track, Assistant Professor positions to begin August 1999. The Psychology Department consists of 18 full-time faculty members, offers the B.A. degree in psychology, and M.A./Ed.S. degree in school psychology and the Ph.D. degree in an APA-accredited clinical program as well as developmental psychology and animal learning and behavior. (www.umt.edu/psych). Applicants must have a Ph.D. in psychology, evidence of scholarly productivity, a commitment to commensurate with experience, potential to establish and maintain a program of research, and evidence of quality teaching experience. The three positions are: 1) Quantitative. Responsibilities include teaching statistics and research design at the graduate and undergraduate levels. Research specialty open, but synergy with any of the programs listed above would be highly desirable; 2) Developmental. Specialization in infant development/aging. Teaching responsibilities in specialty area and other related developmental areas; 3) Applied social with interest in qualitative methodology and/or program evaluation. Teaching responsibilities to include undergraduate and graduate social psychology courses. (Note: This position is contingent on availability of funding.) In addition to the research specialties described above, we are looking for candidates who could also contribute to one or more of the following areas: pedagogy, teaching of introduction to psychology, program evaluation and research methods. Rank for the position could be that of Instructor December 1, 1999, and continue until the positions are filled. Interested applicants should submit vita, statement of scholarly interests, graduate transcripts, and three letters of reference to one of the following search committees: Quantitative Search Committee, Developmental Search Committee or Social Search Committee, Department of Psychology, The University of Montana, Missoula, Montana 59812-1041. Telephone (406) 243-4521. The University of Montana is an equal opportunity/Affirmative Action Employer and encourages applications from women, minorities, Vietnam era veterans, and persons with disabilities. This position announcement is made available in alternative formats upon request. MTI

NEBRASKA

ASSISTANT PROFESSOR/CLINICAL PSYCHOLOGY. Tenure-track position available in the Department of Psychology at THE UNIVERSITY OF NEBRASKA-LINCOLN. Responsibilities include: graduate and undergraduate teaching, clinical and research supervision of graduate students, maintaining and active program of research on clinical topics, and participation in the clinical psychology program. Qualifications include: Ph.D. in clinical psychology, professional experience, a record of achievement in scholarship and teaching, and license eligibility. Review of applications will begin November 16, 1998 and continue until the position is filled. Send letter of application, vita, reprints, and three letters of recommendation to: Chair, Clinical Search Committee, Department of Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0308. The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of all career candidates. We assure reasonable accommodation under the Americans with Disability Act; contact Claudia Price-Decker at (402) 472-3721 for assistance. NE1

NEW HAMPSHIRE

Assistant Professor, Social/Personality Psychology: The Department of Psychology 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, 1999. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome. The 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, developmental, 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, curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Social Search Committee, Department of Psychology, 6207 Gerry Hall, Dartmouth College, Hanover NH 03755-3549. Review of applications will begin January 15, 1999 and continue until the position is filled. NH1

NEW MEXICO

ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF NEW
Clinical Psychology

A full-time, tenure-track position in Clinical Psychology at the Assistant Professor level is available beginning in the Fall term, 1999, at St. Lawrence University. The position will entail teaching three undergraduate courses per semester. We seek an individual who can teach Abnormal, Clinical, Introductory Psychology, and an additional course in an area of expertise. An important consideration in the selection process will be the extent to which an applicant’s areas of teaching interest and professional expertise complement those of current department members. The Psychology Department has approximately 130 majors, 10 full-time Ph.D. faculty members, and one academic support person. As part of the general education curriculum at St. Lawrence, all first-year students enroll in a team-taught, interdisciplinary course that seeks to develop skills in critical thinking, writing, and research. If he or she chooses, the successful candidate will also have the opportunity to participate in this program in lieu of a psychology offering.

Applicants should have a Ph.D. in Clinical Psychology from an APA accredited program by September 1, 1999. Advanced A.B.D.s may be considered. Applicants should send a letter of application, vita, teaching evaluations, representative reprints/preprints, and three letters of reference to:

Dr. James Wallace
Clinical Psychology Search Chair
Department of Psychology
St. Lawrence University
Canton, NY 13617-1475

The deadline for the receipt of application materials is January 8, 1999. Applications received after this deadline may be reviewed beginning February 15, 1999, but only in the event that the position has not been filled.

St. Lawrence University, chartered in 1856, is the oldest continuously coeducational institution of higher learning in New York State. An independent, private university firmly committed to undergraduate liberal arts education and cross cultural opportunities. St. Lawrence University offers a unique learning environment. The University’s 1900 students come from most U.S. states and more than two dozen other countries. Canton, the St. Lawrence River Valley, the nearby Adirondack State Park and the cities of Ottawa and Montreal provide the University community many social, cultural, and outdoor recreation activities. SLU’s homepage is at http://www.stlawu.edu.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.
MEXICO invites applications for a tenure-track position at the Assistant Professor level in child clinical psychology to begin August 1999. The department has an APA-accredited, scientist-practitioner clinical program and we are seeking candidates with research interests in child clinical psychology, including but not limited to, normal development, infant behavior, assessment, treatment, and ethnic minority mental health issues. Minimum qualifications required: Ph.D. in Clinical Psychology received or expected by June 1999 and demonstrated potential to develop and sustain a productive independent research program. Applicants with an APA-approved internship and clinical post-doctoral experience or New Mexico state license eligibility preferred. Applicants should send a letter of intent with statement of research and teaching interests, vita, representative publications and at least three letters of reference to Holly B. Waldron, Search Committee, Department of Psychology, University of New Mexico, Albuquerque, NM 87131-1161. Information about the department and about UNM is available at www.unm.edu. E-mail inquiries to blushak@unm.edu. Applications must be received by January 8, 1999. UNM is an equal opportunity and affirmative action employer and educator. NM1

NEW YORK

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON. The Department of Psychology is seeking to hire an ASSISTANT OR BEGINNING LEVEL ASSOCIATE PROFESSOR IN CLINICAL PSYCHOLOGY, to begin Fall, 1999. Our APA-accredited Clinical Program has a strong research emphasis (member of the Academy of Psychological Clinical Science) and a commitment to empirically-based, clinical instruction with a cognitive-behavioral orientation. Although area of specialization is open, applicants should have a strong record of research, and be committed to the training of clinical psychology graduate students in our program. Strengths in quantitative skills will be particularly welcome. Applicants from under-represented minority groups would be especially welcomed, as the program is strongly committed to affirmative action and to cultural and ethnic diversity in our students and curricula. Send vitae, reprints, and three letters of recommendation to Steven J. Lynn, Ph.D., Chair, Clinical Search Committee, Department of Psychology, SUNY, P.O. Box 6000, Binghamton, NY 13902-6000. Applications may include upper-level courses in area of expertise, segments of team-taught introductory course, statistics, and contributions to university programs. Teaching load is equivalent to five courses per year and often includes teaching in interdisciplinary programs. Applications are due December 15, 1999. Please note that we will be unable to acknowledge receipt of materials. NY1

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON. The Department of Psychology is seeking to hire a faculty member in BEHAVIORAL NEUROSCIENCE (RANK OPEN), to begin Fall, 1999. Our Behavioral Neuroscience program has a strong research emphasis with a particular strength in the study of development. Although area of specialization is open, applicants should have an exceptionally strong record of research and external funding, and be committed to the training of graduate and undergraduate students. Applicants whose research combines molecular and neurobiological approaches with the study of behavior are especially encouraged to apply. Send vitae, reprints, and three letters of recommendation to: Patricia M. DiLorenzo, Ph.D., Chair, Behavioral Neuroscience Search Committee, Department of Psychology, Binghamton University (SUNY), P.O. Box 6000, Binghamton, NY 13902-6000. Applications will be evaluated upon receipt, and the search will continue until a candidate is selected. Binghamton University is an equal opportunity/affirmative action employer. NY1

HAMILTON COLLEGE, Two year leave-replacement position in psychology at the instructor or assistant professor level, beginning August 25, 1999. Annual teaching load is five courses a year including Introductory Psychology, Statistics, and courses in the area of specialty. Hamilton is a selective liberal arts college with a tradition of excellence in teaching and research. Send resume and three letters of recommendation to: John M. Rybash, Chair, Department of Psychology, Hamilton College, Clinton, NY 13323. Women and members of minority groups are encouraged to apply. Hamilton College is an Equal Opportunity/Affirmative Action Employer. Applications will be reviewed, beginning February 15, 1999, until the position is filled. NY3

ASSISTANT PROFESSOR: The Department of Psychology at COLGATE UNIVERSITY announces a tenure-track position in Applied Psychology at the rank of Assistant Professor, Ph.D. required, to begin July, 1999. Areas include, but are not restricted to, health and clinical psychology. Excellence in teaching and scholarship are expected for continuous tenure at Colgate. Teaching responsibilities may include upper-level courses in area of expertise, segments of team-taught introductory course, statistics, and contributions to university programs. Teaching load is equivalent to five courses per year and often includes teaching in interdisciplinary programs. Minors and women are strongly encouraged to apply. Colgate University is an equal opportunity employer. Send prior to February 15, 1999 vita and three letters of reference to: Professor F. Scott Kraty, Department of Psychology, Colgate University, 13 Oak Drive, Hamilton, NY 13366. Visit our department on the web at http://departments.colgate.edu/psychology. NY4

Two Assistant Professors in Visual Science. THE UNIVERSITY OF ROCHESTER has available two tenure-track positions for scientists working in the broad domain of visual science, including psychophysical, physiological, and computational approaches. Especially encouraged to apply are candidates whose research is multidisciplinary. The positions will be in the Department of Brain and Cognitive Sciences (http://www.bcs.rochester.edu), one of six departments participating in the Center for Visual Science (http://www.cvs.rochester.edu), an interdisciplinary community of 27 faculty engaged in vision research. Junior appointments are preferred, although appointments at a more senior level may be considered. Applicants should submit a curriculum vitae, a brief statement of research and teaching interests, reprints and three letters of reference to: John J. Williams, Director, Center for Visual Science, University of Rochester, Rochester, NY 14627-0270. Review of applications will begin December 1, 1999. Desired start date is September 9 to September 30. The University of Rochester is an affirmative action/equal opportunity employer. NY5

SOCIAL PSYCHOLOGY at SYRACUSE UNIVERSITY. The Department of Psychology at Syracuse University invites applications for a tenure-track position at the level of assistant professor beginning in August 1999. Teaching requirements include both undergraduate and graduate courses in social psychology (two courses per semester). The successful candidate will have a PhD in social psychology (or a closely allied field) by the time of appointment, will have developed a research program in line with our current strengths, and will be able to secure external research funding. Post-doctoral experience desirable. We are seeking an individual whose research will complement our existing strengths in social psychology (e.g., group processes, prejudice, attitudes, stereotyping, social cognition) and has the potential to contribute to one of the Department’s other current strengths (e.g., health, cognitive aging). Applicants should submit a cover letter discussing their research and teaching qualifications, vita, (pre)prints, and arrange to have three letters of reference sent to: Dr. Blair Flanagan, Chair, Social Psychology Search Committee, Department of Psychology, 430 Huntington Hall; Syracuse University, Syracuse, NY 13244-2340. Applications received by December 15, 1998 will receive full consideration. For more information, see http://psychweb.syr.edu. Syracuse University is an Affirmative Action/Equal Opportunity Employer. NY8

POSITION OPENING. THE VASSAR COLLEGE Department of Psychology anticipates a three-year Visiting Assistant Professor position (non-tenure track), to begin August, 1999, for an individual in Learning and Cognition, broadly defined. This position involves teaching courses at all levels of the undergraduate curriculum, possibly including a laboratory course, in the area of Learning and Cognition, as well as other general psychology courses. Send letter of application, vita, three letters of recommendation and graduate transcript to the Learning and Cognition Search Committee, Department of Psychology, Box 715, Vassar College, Poughkeepsie, NY 12604. Deadline is December 15, 1998. Please note that it will not be possible to acknowledge receipt of materials. Vassar College is an Affirmative Action/Equal Opportunity Employer. This position is contingent on final budget authorization. NY9

COLUMBIA UNIVERSITY seeks an Assistant Professor in the Department of Psychology in the area of Cognitive Psychology, beginning July 1, 1999. The appointment is to begin July 1, 1999. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Of particular interest are candidates who can contribute to other areas of strength in the Department. Applicants should submit a vita, copies of relevant papers, and arrange to have three letters of reference sent to: Search Committee, Cognitive Psychology, Department of Psychology, Columbia University, 1190 Amsterdam Avenue-MC 5501, New York, NY 10027. Applications from minorities and women are encouraged. NY10

November 1998
are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer.
NY10

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK: The Department of Psychology anticipates the following tenure-track opening for appointment in Fall, 1999, contingent upon the availability of funding. Assistant Professor-Industrial/Organizational Psychology. Candidates should provide evidence of a well-defined program of research and the potential to gain external funding. Although specialty area is open, we are particularly interested in candidates with expertise in individual and team performance and motivation. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. A Ph.D. in psychology or a closely related discipline is required for this position. Applications should submit vita, reprint/preprints, a statement of research interests, and three letters of recommendation to: Chair, I/O Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222. Application deadline is January 15, 1999. Additional information about the University and the Department is available from our website: www.albany.edu. The University at Albany is an Equal Opportunity/Affirmative Action employer. NY11

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK: The Department of Psychology anticipates the following tenure-track opening for appointment in Fall, 1999, contingent upon the availability of funding. Assistant Professor-Behavioral Neuroscience. Candidates should have a strong theoretical orientation to investigations of behavioral systems in a multidisciplinary framework using strategies of contemporary cellular, molecular, or genetic neuroscience. Although the research specialty is open, the candidate would be expected to complement a group that has strengths in psychopharmacology, endocrinology, behavior genetics, learning, and evolutionary psychobiology, as well as a campus initiative in comparative functional genomics. We expect to closely evaluate those candidates working with modern murine models. The successful applicant would be expected to conduct an independent, externally funded research program. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching in courses in behavioral neuroscience and psychopharmacology. Applicants should submit vita, reprint/preprints, a statement of research interests, and three letters of recommendation to: Chair, Behavioral Neuroscience Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222. Application deadline is January 15, 1999. Additional information about the University and the Department is available from our website: www.albany.edu. The University at Albany is an Equal Opportunity/Affirmative Action employer. NY13

UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK: The Department of Psychology anticipates the following tenure-track opening for appointment in Fall, 1999, contingent upon the availability of funding. Assistant Professor-Social-Personality Psychology. Applicants will be expected to conduct research and supervise Ph.D. candidates in a social-personality program that emphasizes both basic and applied research. Applicants are expected to have an active program of research aimed at advancing theory (e.g., attitudes and attitude change, decision making, self-regulation, affective determinants of behavior, social comparison, self-presentation, identity development) in the pursuit of applied questions that have relevance to current social issues (e.g., adolescent risk behaviors, health psychology, relationship formation and maintenance, social stigma, human sexuality, prejudice, etc.). A research program focusing on relevant developmental processes in the social-personality realm is also appropriate. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. Applicants should submit vita, reprint/preprints, a statement of research interests, and three letters of recommendation to: Chair, S/P Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222. Application deadline is January 15, 1999. Additional information about the University and the Department is available from our website: www.albany.edu. The University at Albany is an Equal Opportunity/Affirmative Action employer. NY14

Senior Level Social Psychologist: The Department of Psychology at BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK invites nominations and applications for an accomplished scholar with a national reputation in any area of Social Psychology. The appointment will be at the level of Distinguished Professor to begin in Fall of 1999, contingent on the availability of funds. The person will play an active role in building our social psychology faculty and curricula both at the undergraduate and graduate levels as part of the Ph.D program which includes faculty from other CUNY campuses and the CUNY Graduate Center. Candidates should have an outstanding record of publications and an energetic research program that attracts students and outside funding consistent with that of a distinguished scholar. The recruitment of a diverse faculty is a priority for both the college and the department. We especially encourage women and members of underrepresented groups to apply. This position will begin December 1st and will continue until a candidate is selected. Interested candidates should identify the position they are applying for and send their curriculum vitae, a statement of professional plans and goals, copious documentation of representative publications, evidence of teaching experience and productivity, and three letters of recommendation to Professor R. Glen Hass, Chairperson, Department of Psychology, Brooklyn College, CUNY, 2900 Bedford Avenue, Brooklyn, New York 11210-2889. An EO/AAA/IRCA/ADA Employer. NY16

NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The Department of Psychology invites applications for two (2) tenure-track, Assistant Professor positions in an APA-approved clinical program to begin August 1, 1999. The Psychology Department consists of 23 full-time faculty, offers a BA in psychology, and a Ph.D. in clinical, cognitive, developmental, and social psychology. Applicants must have completed an APA-approved clinical program and internship. Applicants should have evidence of ability to provide clinical supervision and have demonstrated ability to conduct research. Applicants should be able to teach both the basic and advanced level of training. Applicants should have experience in both research and teaching. Applications packets should include a vita, description of research program, three representative reprints or preprints, statement of undergraduate and graduate teaching interests and phi...
The Department of Psychology: Social and Health Sciences at DUKE UNIVERSITY invites applications and nominations for a tenured position at the level of full professor in clinical Psychology to begin September, 1999. We are interested in enhancing our Clinical Training Program by recruiting a person whose interests fall in the broad area of adult psychopathology, particularly as studied in the context of personality theory, or the contexts of cultural, community or family influences on social adaptation along with the distinction in research, we seek candidates for the position to take active participation in graduate clinical training (both research and practice) and quality teaching at the graduate and undergraduate level. All applicants must be eligible for North Carolina licensure. Our chosen candidate will join a faculty with a wide range of research interests in clinical, personality, social, health, social-developmental and cognitive psychology. The Department’s Clinical Training Program has a long-standing reputation as one of the most successful Boulder-Model programs that promotes broad-based scholarship, a strong research apprenticeship program, and excellence in clinical training. The college’s Center for Arts and Science Faculty in the program offers unique research opportunities for students with child, adult, and health psychology concentrations, and provides a diverse set of clinical training experiences at the Medical Center and our Psychology Clinic. Departmental links to Law, Business, Public Policy, and Cognitive Neurosciences also provide unique collegial opportunities. Interested applicants are invited to send a letter of application, a statement of research and teaching interests, and three letters of recommendation to: Clinical Search Committee, Department of Psychology, Duke University, Box 90085, Durham, NC 27708-0085. Application received by January 15 will be guaranteed consideration. Duke University Is An Equal Opportunity/Affirmative Action Employer. NC2

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE. Clinical Psychologist. The Department of Psychology at the University of North Carolina at Charlotte invites applicants for a tenure-track position at the Assistant Professor level to begin August, 1999. Applicants must have a Ph.D. in Clinical Psychology (by August 16, 1999) from an APA accredited program with an APA accredited internship. Preference will be given to applicants with experience in Community Psychology, Children’s Mental Health, and CDA. Responsibilities include teaching graduate, doctoral level courses and developing a strong research program. The successful candidate will provide evidence of commitment to undergraduate education, and to graduate training in the Master of Arts program in Clinical/Community Psychology and in a developing Health Psychology curriculum. The Psychology Department has 29 full-time faculty members and serves approximately 850 undergraduate majors and 45 graduate students. UNC Charlotte is an emerging research university with a current enrollment of 17,000 students, and is located on 1,000 acres on the outskirts of the largest urban center in the Carolinas. Applications consisting of a vita, statements of teaching philosophy and research interests, a copy of graduate transcripts, and three letters of recommendation can be sent to either Lawrence Calhoun, Ph.D. or Andrew Harvey, Ph.D., Search Committee, Psychology Department, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223-0001. The review of candidates will begin on January 4, 1999. UNC Charlotte is an Equal Opportunity/Affirmative Action Employer. NC3

ASSISTANT PROFESSOR/ WAKE FOREST UNIVERSITY. The Department of Psychology at Wake Forest University invites applications for a position in Biopsychology beginning August, 1999. Preference will be given to applicants with a research interest involving small animals, such as learning. Applicants for the position should be broadly trained and should have extensive skills in quantitative analyses and methodology. Evidence of both superior teaching ability and scholarship required. The appointee will teach undergraduate and graduate courses in his/her area of expertise, such as learning, animal behavior, introductory, and possibly statistics, research design, and history and systems. The position involves conducting personal research, supervising research, and meeting with research-oriented general MA degree students. Additional information about the department and the university is available at http://www.wfu.edu/Academic-departments/ Psychology/. Review of applications will begin December 15, 1998, and will continue until the position is filled. Send letter of application, resume, graduate transcript, sample publication(s), and three letters of recommendation to: Chair, Biopsychology Search Committee, Department of Psychology, Box 7778 Reynolds Station, Wake Forest University, Winston-Salem, NC 27109. An Affirmative Action/Equal Opportunity Employer. NC4

NORTH DAKOTA

FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA. The Department of Psychology at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in Clinical Psychology for Fall, 1999. Requirements include: a Ph.D. in Clinical Psychology (received or expected prior to 8/99); a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); plans to establish and maintain an active, independent research program; evidence of quality teaching skills/potential. The successful candidate will be expected to teach and participate in the department’s Undergraduate and graduate programs (Ph.D. in General/Experimental Psychology and Clinical Psychology). Members of underserved groups, including women and minorities, are strongly encouraged to apply. Review of applications will begin 12-15-98 and will continue until the position is filled. A letter of application, curriculum vita, and at least three letters of recommendation should be sent to: Chair, General/Experimental Psychology Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. UND is an equal opportunity/affirmative action employer. ND2

OHIO

ASSISTANT PROFESSOR OF PSYCHOLOGY, Buchtel College of Arts and Sciences, Department of Psychology, THE UNIVERSITY OF AKRON Counseling Psychology. One tenure track position as an Assistant or Associate Professor of Psychology beginning August 30, 1999. We are looking for a psychologist with strong research skills and the ability 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 specialization consistent with the program’s interests in adult, child and family psychology (health psychology, minority mental health, treatment efficacy, gerocounseling). Teaching responsibilities will include a graduate seminar in the applicant’s area of specialization and graduate and undergraduate courses consistent with the applicant’s background and departmental needs. Candidates who 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, General/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. Starting salary is competitive, benefits are excellent, as are research and teaching facilities. The University is a public state-supported Carnegie classification Doctoral institution which had an annual...
income of over $19 million in external funds for 1997, and such provides strong support to faculty pursuing external funds. Applicants should send a 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 (email: lsubich@uakron.edu). Applications will be considered until November 15, 1998. The University of Akron is an Equal Education and Employment Institution. Women and minorities are encouraged to apply. OH1

THE OHIO STATE UNIVERSITY AT MARION seeks applicants for a tenure track, Assistant Professor position in I/O psychology. Primary responsibility is teaching undergraduate psychology courses in I/O, industrial, organizational, personnel, and introductory psychology. An active research program and service that assists community development and the enhancement of partnerships with local businesses and industries are expected. We seek applicants committed to undergraduate education, interested in teaching in a multidisciplinary, small college atmosphere within one of the nation's premier land grant universities. Qualifications are Ph.D. in psychology, teaching experience, and scholarship. Start: Autumn Quarter Salary and benefits competitive. Send vita, statement of teaching, research and service experience, three letters of recommendation, and reprints to: Daniel J. Christie, Psychology Search Committee, The Ohio State University, 1465 Mt. Vernon Ave., Marion, Ohio, 43302 by December 15, 1998. The Ohio State University is an Equal Opportunity/Affirmative Action Employer. OH2

SOCIAL PSYCHOLOGY POSTDOCTORAL POSITION: The social psychology program at OHIO STATE UNIVERSITY anticipates appointing at least one postdoctoral fellow for the academic year. The fellowships are funded by a NIMH training grant. Postdoctoral fellows would work closely with at least one of the core faculty in the social psychology program (i.e. Bob Arkin, Marilyn Brewer, Tim Brock, John Cacioppo, John Krosnick, Rich Petty, Phil Tetlock, Bill von Hippel, or Gifford Winslow). For those interested in more affiliated training faculty in allied fields (i.e., Barbara Anderson, Gary Benton, Nancy Betz, Catherine Heaney, Janice Kiecolt-Glaser, John Skowronski, and Michael Vasey). Applicants should submit a CV, three letters of recommendation, a statement describing their research interests and accomplishments, and a statement explaining which one or two faculty members with whom they seek to work and why. For full consideration, applications should be received by February 1, 1999, but applications will be processed until the position is filled. Applications should be addressed to Social Psychology Postdoc Committee, c/o Katherine R. Moreno, Department of Psychology, 1855 Neil Avenue, Columbus, OH 43210-1222. The Ohio State University is an Equal Opportunity Affirmative Action Employer. Women, Minorities, Veterans, Vietnam Era, Disabled Veterans and Individuals with Disabilities are encouraged to apply. OH3

THE DEPARTMENT OF PSYCHOLOGY AT THE OHIO STATE UNIVERSITY (Columbus) seeks applications for a tenure-track position in SOCIAL PSYCHOLOGY at the beginning to advanced Assistant Professor level. Outstanding candidates in any area of social psychology are encouraged, though preference will be given to individuals who complement the interests of other faculty in the department. The primary criteria for appointment are evidence of continuing research productivity and teaching ability at the undergraduate levels. Salary is dependent on experience and qualifications. Applicants should submit a letter of application outlining their research and teaching interests, a curriculum vitae, representative reprints, and at least 3 letters of recommendation sent. All materials should be addressed to Prof. Gifford Weary, Chair Search Committee, Department of Psychology, Ohio State University, 1855 Neil Avenue, Columbus, OH 43210-1222. Review of applications will begin on December 15 and continue until the position is filled. Ohio State is an affirmative action/equal opportunity employer and encourages applications from under-represented groups. OH4

EXPERIMENTAL/HUMAN FACTORS PSYCHOLOGY: THE UNIVERSITY OF DAYTON invites applications for a tenure-track position for Fall 1999. This position is at the Assistant or Associate Professor level within the Department of Psychology. The position requires a Ph.D. from a program in psychology, human factors, or industrial engineering or a related field. Applicants must have knowledge or experience in experimental psychology and/OR human factors psychology. All applicants are expected to have a strong background in psychology. Applicants are sought who can support the undergraduate and graduate programs in the areas of human factors, experimental psychology, and/or cognitive psychology. Interdisciplinary interests in applications to computer systems are desired (e.g., human computer interaction, electronic media communication, use of computers in teaching and learning). The position involves teaching courses at the undergraduate and graduate levels, supervision of master's theses, and research productivity. Strong teaching skills and a record of scholarship are expected. The University of Dayton is an equal opportunity employer and encourages applications from under-represented groups. OH5

TENURE-TRACK POSITION IN RACE AND ETHNICITY STUDIES: KENYON COLLEGE. The Department of Psychology at Kenyon College seeks candidates for a tenure-track opening in the area of Race and Ethnicity beginning in July, 1999. The position will be at the Assistant Professor level. However, candidates with substantial teaching experience, including those at the Associate Professor level, will be considered. A Ph.D. (or near completion of a Ph.D.) is required. We are seeking a candidate with strong teaching skills, teaching experience, and a well-planned research program in which undergraduate students can participate. The position requires that the person teach a course in race and ethnicity (or a similar course), introductory psychology, and other courses in the person's specialty area. To apply, please send a vita, statement of teaching interests, statement of research interests, reprints/preprints, and three letters of recommendation to: Linda Smolak; Chair of Race and Ethnicity Search Committee; Department of Psychology; Kenyon College; Gambier, OH 43022. We will begin reviewing applications on December 10, 1998, and will continue accepting applications until the position is filled. Kenyon College is an equal opportunity employer and strongly encourages women and ethnic minority candidates. OH6

OHIO UNIVERSITY EASTERN CAMPUS. Vacancy Notice – Psychology. Assistant Professor, Ph.D. in Psychology by date of contractual appointment, strong commitment to undergraduate teaching in a regional campus setting, and good communication skills. Preference given to applicants who have experience or skill in developing media-assisted, distance education courses. This is a full-time, tenure-track position beginning Fall Quarter (September 1999). Responsibilities include teaching lower and upper-level undergraduate courses. Research and service will also be expected. While all specialties are welcome to apply, preference will be given to applicants experienced in teaching courses from among: general, child and adolescent, abnormal, introduction to clinical/counseling, adulthood & aging, health & illness, and forensic. University-level teaching experience is desirable but not re-

APS OBSERVER November 1998
OKLAHOMA

The Department of Psychology at the UNIVERSITY OF OKLAHOMA seeks applicants for three, tenure-track positions. Applicants will be expected to maintain active research programs, secure extramural funds, direct doctoral students, participate in undergraduate education, and integrate with existing grant training programs in Cognitive, Biological, Social/Personality, Quantitative, I/O, and Developmental. Applicants must have a Ph.D. by the time of appointment. Applications from women and members of minority groups are especially welcome. UNIVERSITY OF OKLAHOMA IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

OHS

HEALTH, HUMAN FACTORS AND/OR NEUROPSYCHOLOGY: The Department of Psychology, UNIVERSITY OF CINCINNATI invites applications for three tenure track faculty positions. The positions are open to either clinical or non-clinical psychologists. Our doctoral program is concentrated within three broad research foci: Health, Neuropsychology, and Human Factors. Within these broad categories, we are especially interested in the following sub-specialties: obesity, pediatric psychology, cognitive remediation, developmental psychology, ecological psychology, stress, and substance abuse. However, we are eager to receive applications from scholars with an established record of active, programmatic research in any sub-specialty of Health, Neuropsychology, or Human Factors. We expect to hire at the level of Assistant Professor (rank may be negotiable). We are seeking colleagues who are established or especially promising records of scholarship and teaching, including funded research. We enjoy well-developed relationships with the UC College of Medicine, Children's Hospital Medical Center, and other local and regional hospitals, institutions. These associations provide access to a wide variety of patient and research subject populations as well as collaborative research opportunities. Please send a vitae, copies of reprints of papers of interest, and three letters of reference to: Chair, Search Committee, Department of Psychology, ML 376, University of Cincinnati, Cincinnati, OH 45221-0376. Informal e-mail inquiries are encouraged and should be directed to psychuc.edu. Review of applications will begin immediately and will continue until the positions are filled. Starting date is negotiable. THE UNIVERSITY OF CINCINNATI IS AN AFFIRMATIVE ACTION/Equal Opportunity Employer.

OKR

LINFIELD COLLEGE seeks a cognitive psychologist for a tenure track appointment in the Psychology Department. We expect to make the appointment at the assistant professor level and the position is to be available by fall 1999. The successful candidate will be expected to teach courses in introductory psychology, a natural science approach to cognition, design and analysis (a course in research methods); sensation and perception; and a specialty course within the broad area of cognition. Other duties include student advising, committee work, and duties as assigned in a liberal arts college. Teaching excellence is paramount, followed by the ability to develop an active program of research involving undergraduates as collaborators in the research process. Research should be in some area of cognitive psychology. The Psychology Department consists of four full-time and one part-time faculty, and is housed in recently renovated, well-equipped quarters. Send letter of application, curriculum vitae including teaching experience, three letters of recommendation, and transcripts of all college and university work to: Dr. Eugene Gilden, Chair, Psychology Search Committee, c/o Office Academic Affairs, Linfield College, 900 SE Baker, McMinnville, OR 97128. Screening of applications begins December 21, 1998 and will proceed until position filled. EOE. OR1

Linfield College

OCCUPATION

DEPARTMENT OF PSYCHOLOGY AT OKLAHOMA STATE UNIVERSITY is seeking to fill an anticipated full-time COGNITIVE PSYCHOLOGIST position beginning August, 1999. The position is at the tenure track assistant professor level. All candidates must have completed a Ph.D. from a recognized department of psychology. Candidates are expected to have a strong background in and dedication to scholarly activity, and have relevant research experience and are well respected by colleagues and students. Candidates must also demonstrate the capacity to maintain a high quality research program leading to scholarly publications and extramural funding, and supervise graduate student research. Additional requirements of the position include teaching undergraduates and graduate level courses. The successful candidate will have expertise in one of the following areas: memory, attention, problem solving, language, or cognitive neuroscience. Special consideration will be given to those who also have developmental interests in addition to a primary interest in cognition. The department has 18 faculty members and plans to hire 3 Ph.D's to be experimental and clinical psychology. The department offers training to a diversified graduate student body, including minorities, and 30% of the total graduate enrollment. Applicants are encouraged to submit materials to the Department of Psychology, Oklahoma State University, Stillwater, OK 74078. EOE. For full consideration, send letter of application, vita, reprints and preprints, summary of course evaluations, evidence of teaching excellence, and three letters of recommendation by December 15, 1998 to Dr. Charles H. Abramson, Chair, Cognitive Search Committee, Department of Psychology, Oklahoma State University, 215 North Murray, Stillwater, OK 74078-3064. OKLAHOMA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER. Minority and women are encouraged to apply. The successful candidate must comply with IRA.C.

THE UNIVERSITY OF OREGON

Applications are now being accepted for a postdoctoral fellow in the University of Oregon Psychology Department's Emotion Research Training (ERT) Program. This NIMH-funded program brings together two different areas of psychology to train investigators to do research in human emotion. The term of the fellowship is July 1, 1999-June 30, 2001. Submit a curriculum vita, statement of interests, and three letters of recommendation by February 15, 1999 to: Emotion Research Training Program, Department of Psychology, University of Oregon, 1227 University of Oregon, Eugene, OR 97403-1227. An equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. OR2

UNIVERSITY OF OREGON

Applications are now being accepted for a postdoctoral fellow in the University of Oregon Psychology Department's Emotion Research Training (ERT) Program. This NIMH-funded program brings together two different areas of psychology to train investigators to do research in human emotion. The term of the fellowship is July 1, 1999-June 30, 2001. Submit a curriculum vita, statement of interests, and three letters of recommendation by February 15, 1999 to: Emotion Research Training Program, Department of Psychology, University of Oregon, 1227 University of Oregon, Eugene, OR 97403-1227. An equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. OR2

THE UNIVERSITY OF OREGON

Psychology Department invites applications for a tenure-track position in Clinical Psychology to begin September 1999. We are seek-
ing candidates with an active research program and a commitment to excellence in teaching. Candidates with research interests in any area of clinical psychology are fully encouraged to apply. The department is continuing to develop its program in developmental psychopathology: candidates concentrating on children's clinical psychology or developmental psychopathology are especially encouraged to apply. The appointment may be made as an Assistant Professor or at a more advanced level. The Clinical Psychology program is accredited by the American Psychological Association and is composed of a research-oriented faculty with interests in psychology as a clinical science. Applications should be submitted with a vita, a statement of research interests, at least three letters of recommendation, and selected manuscripts to: Clinical Search Committee, Department of Psychology, 1272 University of Oregon, Eugene, OR 97403-1272. For full consideration, materials should be received by December 15, 1998. The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

THE UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track position in the area of Cognitive Psychology or Cognitive Neuroscience. The appointment may be made as an Assistant Professor or at a more advanced level. We are seeking candidates with an active research program and a commitment to excellence in teaching. Research may be in any area of cognitive psychology and neuroscience. Interdisciplinary cooperation is available from established Institutes of Cognitive Decision Science and/or Neuroscience. Applicants should send a vita, 2-3 page statement on research and teaching interests, selected manuscripts, and at least three letters of recommendation to: Cognitive Search Committee, Department of Psychology, 1272 University of Oregon, Eugene, OR 97403-1272. For full consideration, materials should be received by December 15, 1998. The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

The psychology department at REED COLLEGE invites applicants with a Ph.D. in Developmental Psychology (preferably in child/adolescent psychology) to apply for a tenure-track position at the Assistant Professor level to begin August, 1999. The position involves participating in a staff-taught introductory course, teaching three additional courses, and advising year-long senior thes- is projects. Candidates are expected to demonstrate excellent teaching and research potential and a commitment to guiding high quality undergraduate research. Applications should include a vita, a statement of teaching and research interests, three letters of recommendation, and any other materials that will help us assess research and teaching experience. Review of applications will begin December 21, 1998. Mailing address: Daniel Reisberg, Chair Psychology Search, Reed College, Portland, OR 97202; FAX: 503-777-7785, e-mail daniel.reisberg@reed.edu. Reed College is an EO Employer.

CLINICAL PSYCHOLOGY: The Department of Psychology at LEWIS AND CLARK COLLEGE invites applications for a tenure-track assistant professor position in Clinical Psychology to begin in the fall of 1999. Successful candidates will be required to have completed a predoctoral internship approved by the American Psychological Association. Lewis and Clark College is a private liberal arts college with 1,700 undergraduates. The candidate will teach Clinical Techniques, Introduction to Psychology, and Psychology Methodology; develop courses in specialty areas such as Ethnic and Minority Issues, Cross-Cultural Psychology, or Health Psychology; and participate regularly in the college's first year general education course. Candidates are expected to develop and seek external funding for an active research program involving undergraduates which holds promise of national recognition. Excellent teaching credentials, an appreciation of the role of psychological testing, strong computer skills, and Ph.D. in Clinical Psychology are essential. Applications should be received by December 15, 1998, and include: (1) Curriculum Vitae; (2) statement of educational philosophy, teaching experience, and research interests; (3) evidence of teaching effectiveness; (4) examples of scholarship; and (5) three letters of recommendation. Send to: Thomas J. Schoeneman, Chair, Clinical Search Committee, Department of Psychology, Lewis and Clark College, 6115 SW Palatine Hill Road, Portland, OR 97219 (e-mail: schoeneman@lc.clark.edu). Lewis and Clark College is an Equal Opportunity, Affirmative Action institution that encourages the applications of women and minority candidates.

PROACHES TO MEMORY, beginning August 1999. For further information, see our ad in the October issue or check our web site at http://www.willamette.edu/cslc/psychology or email: myoungre@willamette.edu. OR7

Pennsylvania

SWARTHMORE COLLEGE - PSYCHOLOGIST: The Department of Psychology announces a tenure-track position at the assistant professor level to begin September, 1999. The individual will be responsible for teaching intermediate and advanced undergraduate courses in the psychology of language and related areas of cognitive science. We seek an individual with a commitment to teaching as well as to scholarly inquiry. Interdisciplinary training and a commitment to develop an interdisciplinary concentration in Cognitive Science are also highly desirable. Swarthmore is a small, selective liberal arts college, located in the suburbs of Philadelphia. Applicants should submit a letter describing their teaching and research interests, a current CV, reprints or preprints of recent work, and three letters of recommendation. Applications from women and members of minority groups are especially welcome. Consideration of candidates will begin in December. Inquiries and applications may be addressed to the Search Committee, Department of Psychology, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081-1397. PA1

COGNITIVE NEUROSCIENCE: The Department of Psychology at CARNEGIE MELLON UNIVERSITY invites applications for a tenure-track opening at the Assistant Professor level. We seek candidates who bring expertise in brain function to bear on the study of human cognition. 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 to: Cognitive Neuroscience Search, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Application deadline: December 1, 1998. An affirmative action/equal opportunity employer.

Haverford College Department of Psychology invites applications for a tenure-track, assistant professor position, beginning in the 1999-2000 academic year, in personality psychology, with particular emphasis on integrating biological perspectives into the study of personality and temperament. Possible research interests include but are not restricted to: individual differences in personality, temperament, or abilities; human emotion and motivation; biological psychology. The position requires the teaching of at least one introductory course per year and participation in the development of courses and methods in upper-level courses. Possible courses would include current issues in personality, emotion, motivation, or interpersonal relations. Applications should be sent to: Janet Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA4

Perception, Gettysburg College. The Department of Psychology anticipates a tenure-track position at the Assistant Professor level beginning Fall, 1999. Candidates should have a Ph.D. in experimental psychology and an active research program focused on higher-order perceptual processes. The successful candidate will be expected to teach in our undergraduate program, to supervise undergraduate research, and to maintain an active personal research program. Course responsibilities will include sensation and perception, an advanced laboratory course in perception, and general psychology. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Washington/Baltimore metropolitan area. Established in 1832, the College has a rich history and is situated on a 220-acre campus with an enrollment of approximately 1,600 students. The College seeks to promote diversity in its community through its affirmative action/equal opportunity programs; included in an attractive benefits package is a Partner Assistance Program. Letters of recommendation, application materials should be received by December 1, 1998. Send letter of application describing teaching and research interests, curriculum vitae, reprints/preprints, and three letters of recommendation to: Janet Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA4

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PENNSYLVANIA STATE UNIVERSITY is recruiting for a tenure-track faculty member for the APA-accredited CLINICAL PSYCHOLOGY program for Fall, 1999. We are seeking candidates who have an emphasis in either (a) clinical neuropsychology, or (b) personality and individual differences in clinical psychology. In both areas, a strong commitment to research as well as expertise in a variety of assessment methods and techniques are expected. We also favor candidates who can contribute to Departmental needs and interests in racial/ethnic minorities and quantitative methods. The position is most likely to be filled at the assistant professor level. Additional information about the Department may be found at: http://psych.la.psu.edu. Send vita, reprints, and 3 letters of recommendation to: Social Psychology Search Committee, Box B, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately, but those received by January 15, 1999 will be assured of consideration. Applications will be considered until position is filled. Penn State is committed to affirmative action, equal opportunity and the diversity of its work force.

PENNSYLVANIA STATE UNIVERSITY is recruiting for one or two tenured or tenure-track faculty members in SOCIAL PSYCHOLOGY for Fall, 1999. Area of research specialization is open, although we have a particular interest in candidates with interests in affect, attitudes, prejudice, stereotyping, and/or discrimination. We also favor candidates who can contribute to Departmental needs and interests in racial/ethnic minorities and quantitative methods. Rank is open, and we especially encourage applications from prominent senior candidates in the field. Additional information about the Department may be found at: http://psych.la.psu.edu. Send vita, reprints, and 3 letters of recommendation to: Social Psychology Search Committee, Box B, Department of Psychology, Penn State, University Park, PA 16802. Review of applications will begin immediately, but those received by January 15, 1999 will be assured of consideration. Applications will be considered until positions are filled. Penn State is committed to affirmative action, equal opportunity and the diversity of its work force.

CARNEGIE MELLON UNIVERSITY - POSTDOCTORAL TRAINEESHIPS IN COMBINED COMPUTATIONAL & BEHAVIORAL APPROACHES TO COGNITION Applications are being accepted for two NIMH postdoctoral fellowships for training in computational modeling of behavioral data. Members of the training grant include: J. Anderson, M. Behrmann, P. Carpenter, A. Clark, K. C. Klitzky, K. Koedinger, K. Kotovsky, J. McClelland, D. Plaut, L. Reder, R. Siegler, H. Simon, D. Touretzky, R. Valdes-Perez. Stipend will be $23,500 per year, renewable for a second year. The candidate must have completed the doctoral degree before July 1, 1999. Send a vita and letter of interest. The position is begin immediately, and three letters of recommendation by March 10, 1999 to: Prof. L. M. Reder, Department of Psychology, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213. PA6

PENNSYLVANIA STATE UNIVERSITY. The Commonwealth College invites applications for a tenure-track Assistant Professor of Psychology and Family Studies. Starting Date: August 1999, or as negotiated. A full description of the positions and their locations are available at: http://www.cwc.psu.edu/. Please make reference in your cover letter as to the journal/magazine in which you saw this announcement. Penn State is committed to affirmative action, equal opportunity and the diversity of its work force.

DATA TACTICS EXPERIMENTAL/APPLIED PSYCHOLOGIST SENIOR ANALYST Established Philadelphia-area firm specializing in custom market research has a position available for a Ph.D. level experimental, quantitative or social psychologist. DataTactics services an established client base of 50 companies with consulting and basic market research. We are known for our integration of qualitative and quantitative methods and our sophisticated ability to address 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 physiology/psychology would make a strong match. The position offers a competitive salary, a comprehensive package of benefits and the opportunity to work with a team of experienced and highly dedicated research professionals. Send resume and salary requirements in confidence to: Dr. Joyce I. Levy, DataTactics, Inc., 555 Presidential Blvd., Bala Cynwyd, PA 19004.

COGNITIVE PSYCHOLOGY. LOCK HAVEN UNIVERSITY OF PENNSYLVANIA invites applications for a full-time, tenure-track faculty position at the instructor/assistant professor level beginning in Fall 1999. Applicants in any area of cognition will be considered. Those with experience teaching developmental and educational psychology will have an advantage. Preference will be given to candidates with a Ph.D. and who can and are expected to involve undergraduates in research. Candidates must be committed to excellence in teaching and have previous college teaching experience. LHUP has 3,500 undergraduates, 130 psychology majors, and full-time psychology faculty. Review of applications will begin January 5, 1999, and continue until the position is filled. Applicants should submit a letter of application describing research interests, teaching experience and how they related to this position, resume, and the names, addresses, telephone numbers of three references, and evidence of teaching effectiveness (e.g. teaching evaluation) to: Dr. Cheryl Newburg, Chairperson, Cognition Search Committee, Lock Haven University of Pennsylvania, Lock Haven, PA 17745. Candidates should submit unofficial transcripts with their application; however, official transcripts will be required prior to official appointment. In addition to the qualifications listed, the successful candidate must be able to communicate well and/or perform well in an interview or teaching demonstration. Lock Haven University of Pennsylvania is an equal opportunity affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. LHU is a member of Pennsylvania's State System of Higher Education. The University's website is: http://www.lhup.edu. PA10

FRANKLIN & MARSHALL COLLEGE. Position in experimental psychology with emphasis on experimental, social and/or sensory psychology. Candidate must have experience teaching statistics through ANOVA. The Department of Psychology at Franklin & Marshall College announces a one year visitation position as Assistant Professor in our research-oriented undergraduate department. Teaching load of five course involvements per year includes introductory psychology lab, one course in experimental design and statistics each semester, and an advanced course with laboratory in quantitative methods or applicant’s area of expertise. The successful candidate will hold a Ph.D., present evidence of excellence in teaching and research, and have a commitment to initiating and guiding student research. Deadline for receipt of applications is 1/15/99. Send letter of application, vita, graduate transcript, three letters of recommendation, and reprints/preprints to Terry R. Greene, Chair, Search Committee, Department of Psychology, Franklin & Marshall College, P.O. Box 3003, Lancaster PA 17604-3003. Franklin & Marshall College is COMMITTED TO DIVERSITY AND ENCOURAGES APPLICATIONS FROM MINORITIES AND WOMEN. EOE/AA. PA12

Postdoctoral Training in Research on Family Processes and Child/Adolescent Mental Health in Diversity Populations. FAMILY RESEARCH CONSORTIUM, an NIMH-sponsored program, announces the availability of three, three-year, postdoctoral positions, beginning June 1, 1999. The program provides research training in social work and community psychology in a program devoted to research on family processes and child/adolescent mental health in diverse populations. Applicants are eligible for the program if they have completed their doctoral dissertation in clinical psychology, family therapy, social work, or related fields. The program is located in Philadelphia, PA. All candidates should have a strong research background, and experience in quantitative methods. For more information, contact Dr. John D. Kelly, Program Director, at (215) 487-2098. This is an equal opportunity/affirmative action employer. Males and members of minority groups are encouraged to apply. Applications must be received by March 15, 1999. Apply to: Family Research Consortium, Collaborative Research Center, 25 West Rittenhouse Square, Philadelphia, PA 19103-2799. EOE/AA.

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RHODE ISLAND

VISUAL PERCEPTION, BROWN UNIVERSITY: The Department of Cognitive and Linguistic Sciences invites applications for a position in visual perception beginning July 1, 1999. An appointment will be made either as a three-year renewable tenure-track Assistant Professor, or a tenured Associate Professor. Applicants must have a strong experimental research program combined with strong computational or theoretical interests in perception, and a broad teaching ability in cognitive science at both the undergraduate and graduate levels, and an interest in contributing to an interdisciplinary vision group spanning the departments of applied mathematics, neuroscience, psychology, engineering, and computer science. Applicants should have completed all Ph.D. requirements by no later than July 1, 1999. Women and minorities are especially encouraged to apply. Send curriculum vitae, three letters of reference, reprints, and preprints of publications, and a one-page statement of research interests to Perception Search Committee, Dept. Of Cognitive and Linguistic Sciences, Brown University, Providence, R.I. 02912, by January 1, 1999. Brown University is an Equal Opportunity/Affirmative Action Employer. RI1

SOUTH CAROLINA

FURMAN UNIVERSITY announces a tenure-track position to begin September 1999. We seek a broadly-trained developmental psychologist to teach undergraduate courses in general psychology, human development, and experimental/statistical methods. The Ph.D. degree is required and teaching experience is preferred. Candidates must be committed to superior teaching and to developing a viable and productive program of research with undergraduates. The psychology department has outstanding teaching and research space in a new building, well-equipped laboratories, and excellent computer facilities for teaching and research. The teaching load is normally five courses per year divided over three terms. You can learn more about our department by accessing our Internet home page at www.furman.edu/einstein/. Send a letter of application, curriculum vitae, graduate transcript, and three letters of recommendation: Gil Einstein, Developmental Position, Department of Philosophy, Furman University, Greenville, SC 29613-1259. Applications received by December 1 will be given first consideration. AA/EOE. SC1

Tenure Track Position: THE CITADEL'S Department of Psychology is recruiting for a full-time faculty member to begin at the Assistant Professor level, beginning Fall, 1999. The specialty area is open, but Ph.D. required. The Citadel offers an expanding undergraduate major and minor, and EdD in School Psychology, and a MA in Counseling psychology. The evolving co-educational undergraduate military environment and non-military graduate programs offer unique opportunities for faculty members willing to serve as mentors and role models. The campus is located in historic Charleston, very near the Medical University of SC. The combination of mild winters, close beaches and waterways, and social/cultural opportunities make Charleston a vibrant area in which to live. US Citizenship and demonstration of excellent potential as teacher and researcher are required. Applications from minority psychologist are particularly welcome. Include a letter of consideration, application materials to include a vita, letter of reference, 3 letters of reference, and documentation of research potential should be submitted no later than January 15, 1999, to Dr. Conway Saylor, Chair of the Search Committee, Department of Psychology, The Citadel, 171 Moultrie St., Charleston, SC 29409. The Citadel is an Equal Opportunity Employer. SC3

WOFFORD COLLEGE, Clinical/ Health Psychology: a tenure-track position at the assistant or associate professor level to begin fall 1999. Applicants should have a strong background in the scientific foundations of clinical psychology/behavioral and psychopathological knowledge and an enthusiasm for teaching. The applicant is expected to be a superior teacher and to develop a productive research program with undergraduates in an area of expertise. The Ph.D. degree is required. Teaching and clinical experience and demonstrated research potential are
strongly preferred. Applicants should be prepared to teach courses in the areas of clinical psychology, behavior pathology, human development, and psychological assessment. Wofford College is a small, selective college in upstate South Carolina dedicated to superior teaching at the undergraduate level. Review of applicants will begin Feb. 1, 1999 and continue until the position is filled. Submit vitae, three letters of recommendation, and preprints and a letter describing research interests to Alliston Reid, Chairman, Department of Psychology, 429 N. Church Street, Spartanburg, SC 29303-3663. Applications from women and members of minority groups are especially welcome. An Affirmative Action/Equal Opportunity Employer. SC4

TENNESSEE

TWO TENURE-TRACK FACULTY POSITIONS IN PSYCHOLOGY AT THE UNIVERISTY OF MEMPHIS. Both positions are at the level of assistant professor. Position 1 is in Behavioral Neuroscience/Neuropsychology. The specific area of specialization is open and includes research in animals and/or humans. Preference will be given to candidates who have postdoctoral experience, a record of nationally recognized research, and a history of obtaining external research support. Evaluation of candidates will begin on December 15. Send curriculum vitae, three letters of recommendation, and preprints to: Guy Mittleman, Chair, Behavioral Neuroscience/Neuropsychology Search Committee, Department of Psychology, The University of Memphis, Memphis, TN 38152. Position 2 is in the area of Psychotherapy and Psychopathology. Successful candidates must possess a terminal degree in clinical or counseling psychology and must be license-eligible in the State of Tennessee. Candidates with an active research program in any area of psychotherapy and or adult psychology are especially encouraged to apply. Duties include teaching, research, and clinical supervision of doctoral students in the Psychological Services Center, in the context of the department's APA-approved Clinical Psychology Program. Evaluations of candidates will begin on December 1, 1998, but applications will be considered until the position is filled. Send curriculum vitae, three letters of recommendation, and preprints to: Robert A. Neimeyer, Chair, Psychotherapy and Psychopathology Search Committee, Department of Psychology, University of Memphis, Memphis, TN 38152-6400. Salary for both positions is competitive and includes Ph.D. degrees in experimental, clinical, and school psychology (or further details see http://www.psyc. memphis.edu/psych.htm). The University of Memphis is an Equal Opportunity Affirmative Action Employer and encourages applications from women, ethnic minorities and persons with disabilities. TN1

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenure or tenure-track position. (Subject to administrative approval.) We seek a scholar who has substantive interests in the theory and methodology of functional magnetic resonance imaging (fMRI). The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience, and individuals in any of these disciplines are encouraged to apply. The University has recently established a center for functional brain imaging. A 1.5T magnet is currently available for fMRI studies, and a 3T magnet devoted solely to research will be operational in the summer of 1999. Additional resources include the Interdisciplinary Social Psychology Program, the Department of Psychology and Human Development (College of Education), the John F. Kennedy Center for Research on Human Development, and the Center for Molecular Neuroscience. Applicants should send a vita, copies of relevant publications, a letter describing research and teaching interests, and at least three letters of reference to: Clinical Search Committee, Department of Psychology, Vanderbilt University, 111 21st Avenue South, Nashville, TN 37240. Informal inquiries may also be sent to: Steven D. Holton at steven.d.holton@vanderbilt.edu. Review of applications will begin immediately. To receive full consideration, applications should be received no later than January 15th, 1999. We particularly invite applications from women and minority scholars. Vanderbilt University is an affirmative action/equal opportunity employer. TN4

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenure or tenure-track position in cognitive psychology. (Subject to administrative approval.) The position is open with respect to rank and area of specialization. The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience, and participates in an Interdisciplinary Social Psychology Program. Institutional resources include a recently established center for functional brain imaging, the Department of Psychology and Human Development (Peabody College of Education), the John F. Kennedy Center for Research on Human Development, and the Center for Molecular Neuroscience. Applicants should send a vita, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to: Cognitive Search Committee, Department of Psychology, Vanderbilt University, 111 21st Avenue South, Nashville, TN 37240. Informal inquiries may also be sent via email to the chair of the search committee at tmcnamara@ vanderbilt.edu. Review of applications begins immediately. To receive full consideration, applications should arrive by January 15th, 1999. We particularly invite applications from women and minority scholars. Vanderbilt University is an affirmative action/equal opportunity employer. TN5

Facility Positions in Behavioral Medicine. THE UNIVERSITY OF MEMPHIS PREVENTION CENTER AT THE UNIVERSITY OF MEMPHIS invites applications for a research faculty member with experience ranging from the equivalent of an Assistant Professor through a beginning level Associate Professor. We are seeking an active scholar who shows promise of developing a nationally recognized program of research, ability to secure extramural funding, and has interests in collaborating with an outstanding, interdisciplinary team in behavioral medicine. This is a full time research position with no required teaching or administrative duties. Up to four positions are available on recently funded NIH grants in the areas of smoking cessation and prevention. These are one year positions but may be renewed up to four years, depending on funding. Requirements include a doctorate from a scientist/practitioner health related area, such as clinical psychology, health psychology, public health, and behavioral epidemiology. Salary for the position is competitive and research support is available through the Prevention Center and other sources. The successful applicant will also hold a faculty appointment in the Department of Psychology at the University of Memphis with access to a large clinical, school, and experimental Ph.D. program. There is also close affiliation with The University of Tennessee, Memphis Medical School with a possible appointment in the Department of Preventive Medicine. The University of Memphis Prevention Center has 21 full-time professionals representing psychology, public health, epi-

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demiology, nutrition, exercise physiology, and statistics. The Department of Psychology employs 32 full-time faculty and offers Ph.D. degrees in clinical psychology with specialties in adult, child, neuropsychology, adult, and research design and statistics. The University of Memphis and U.T., Memphis are actively pursuing a joint School of Public Health and affiliation with U.T. The University is also possibly. Evaluation of candidates will begin expeditiously on December 1, 1998, but applications will be considered until the position is filled. Send curriculum vitae, at least three letters of recommendation, and no more than three representative reprints/reprints to: Robert C. Klessig, Ph.D., Director, The University of Memphis Prevention Center, 5350 Poplar Avenue, Memphis, TN 38119 (901-767-6405, BLESSGES @CC.MEMPHIS.EDU). The University of Memphis is an Equal Opportunity/Affirmative Action employer. We urge all qualified applicants to apply for this position. Applications will be based on qualifications as they relate to position requirements without regard to race, color, national origin, religion, sex, age disability or veteran status. TN6

MIDDELE TENNESSEE STATE UNIVERSITY Faculty Position: School Psychology. The Department of Psychology, with 44 full-time faculty and 7 graduate programs (see www.mtsu.edu/~psycho), has a tenure-track Assistant Professor (or Instructor) position (#120150) opening effective August, 1999: Ph.D. and NCSP certificate preferred (ABD considered). Preference will be given to candidates with professional responsibilities that are in the School Psychology, NASP approved. Eds program, possibly including multicultural assessment/counseling as well as cognitive assessment and therapeutic interventions. Undergraduate courses in developmental and general psychology are available. Responsibilities include supervision of graduate (and perhaps undergraduate) research, and involvement in state and national psychology organizations as well as with local school psychologist. Quality teaching and an active research program are expected. Review of applications began on November 16, will resume on January 1, and continue to be accepted until the position is filled. Send vita, official transcripts, proof of eligibility for employment, and three letters of recommendation to: Dr. Larry W. Morris, Chairperson, Department of Psychology, Middle Tennessee State University, Box 87, Murfreesboro, TN 37132. EEO/AA employer. TN7

TEXAS

The Department of Psychology and Neuroscience at BAYLOR UNIVERSITY, is accepting applications for five positions at the Assistant Professor Level, and possibly Associate or Professor level. A one or two year visiting position will be considered. Each position requires a Ph. D in Psychology with an active research program. Each of the five Clinical positions requires a Ph. D in Psychology with an active research program. The position is for a one-year term beginning in August 1999. Ph.D. in Psychology or equivalent candidate should show evidence of supervision experience in the related area of psychology. Teaching will be required while in the position. Applications will be accepted until June 15, 1999. Send letter of application, vita, letter of recommendation, and three representative publications to: Dr. J. Scherer, Chair, Department of Psychology, Baylor University, Waco, TX 76798-7234, Baylor University is a Baptist University affiliated with the Baptist Convention of Texas. As an Affirmative Action/Equal Employment Opportunity Employer, Baylor University encourages minorities, women, and persons with disabilities to apply. TX1

POSTDOCTORAL RESEARCH SCIENTIST, DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF TEXAS AT EL PASO Post Doctoral Research Scientist, Eye-witness Identification. Position is funded by the National Science Foundation in association with the NSF-supported project on “outcome & Process Parallels in Mock witness & Eyewitness Identification” (R.S. Malpass, PI). The position is for a one-year term beginning in August 1999. Ph.D. in Psychology or equivalent candidate should show evidence of research experience in the related area of psychology. Teaching will begin immediately & continue until the position is filled. Candidates should send their curriculum vitae, a letter describing their research interests, and three letters of reference to Dr. Roy S. Malpass, UTEP, Department of Psychology, El Paso, Texas 79968-0529. UTEP has approximately 15,000 students enrolled in six colleges & is respected as an institution that provides outstanding educational opportunities to the students of the area. The University of Texas at El Paso does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. TX2

BEHAVIORAL NEUROSCIENCE/ANIMAL LEARNING The psychology department at TEXAS CHRISTIAN UNIVERSITY is accepting applications for three tenure-track positions in experimental psychology at the Assistant Professor level beginning the Fall semester 1999. We are seeking individuals who take a broad experimental perspective toward teaching and research. Minimum qualifications include Ph.D. in experimental psychology and evidence of potential for excellence in teaching and research. At the present time they are seeking applications with research interests in physiological psychology, behavior and biological psychology, cognitive psychology, neural systems, sensory systems, animal behavior, animal learning, and animal biology and neuroscience. Send letter of application, A resume, and three letters of reference to: Dr. David Stumpf, Chairperson, Department of Psychology, Texas Christian University, Box 298090, Fort Worth, Texas 76129-8090. Please indicate the research interests of the candidate. Applications will be reviewed beginning December 1, 1998. We encourage candidates of all minorities and women. The Department of Psychology is an Equal Employment Opportunity/Affirmative Action Employer and encourages applications from all minorities. TX3

THE DEPARTMENT OF PSYCHOLOGY, TEXAS A&M UNIVERSITY, invites applications for a full-time tenure track position in Social Psychology. We anticipate an appointment at the Assistant or Associate level. The primary criteria for the appointment are excellent teaching and research ability. The area of specialization within social psychology is open. The Department strongly supports social psychological research and offers an outstanding communal laboratory facility as well as an active social psychology graduate training program. Salary is dependent upon experience and qualifications. The position would begin in the fall of 1999. Interested persons should send a curriculum vitae, a statement of research and teaching interests, sample research papers, and at least three letters of recommendation to: Social Psychology Chair, Department of Psychology, Texas A&M University, College Station, TX 77844-4235. Applications will be accepted through January 1, 1999. Information describing the Psychology Department can be obtained on the World Wide Web at http://www.tamu.edu/psychology. Texas A&M University is an affirmative action/equal opportunity employer and we are especially interested in receiving applications from women and minority candidates. November 1998.
THE DEPARTMENT OF PSYCHOLOGY, Industrial/Organizational Psychology faculty. TEXAS A&M UNIVERSITY anticipates a tenure-track Assistant Professor position starting Fall 1999. The position entails commitment to an active, research-oriented program and effective teaching at the graduate and undergraduate levels. We are seeking candidates with strong substantive interests in Organizational Psychology (e.g., leadership, motivation, job satisfaction, group behavior in the workplace, etc.). Texas A&M offers a strong I/O program with significant resources to support faculty research. Applicants completing their Ph.D. by the Fall of 1999 and applicants who have several years of post-Ph.D. experience are encouraged to apply. Send a curriculum vita, letter of application, and three letters of reference to: Winfred Arthur, Jr., Chair, I/O Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. All application materials must be received by November 15, 1998. Texas A&M is an Equal Opportunity/Affirmative Action Employer. TX5

UNIVERSITY OF TEXAS AT ARLINGTON. The UTA Department of Psychology invites applications for a tenure-track assistant professor position in cognitive psychology, effective September, 1999. All areas of cognitive psychology will be considered. Evidence of research productivity is required. Candidates must have earned their Ph.D. by the time of appointment and have a Ph.D. in general experimental psychology and have a strong commitment to research. The letter of application should be accompanied by a vita, preprints, and statements of teaching interests and research plans. Applicants should arrange for three letters of recommendation to be sent directly to the committee. The search will stay open until the position is filled, but applications completed by December 1, 1998 will have priority. Submit materials to the Cognitive Search Committee, Department of Psychology, Box 19528, University of Texas at Arlington, Arlington, TX 76019-0528. UTA is an Equal Opportunity/Affirmative Action Employer. TX6

THE UNIVERSITY OF TEXAS AT EL PASO, Department of Psychology invites applications for a tenure-track assistant professor position in Behavioral Neuroscience and Cognitive Psychology. The Department is also accepting applications for a position (rank open) in Social/Personality Psychology. All areas of Behavioral Neuroscience, Cognitive Psychology and Social/Personality Psychology will be considered, but the Department is especially interested in recruiting candidates who will foster interaction among sub-disciplines within the department (behavioral neuroscience; clinical; cognition/perception; developmental; individual differences/evolution; social/personality; sensory neuroscience). We seek outstanding researchers and teachers in each area. Successful candidates will be expected to teach undergraduate and graduate courses and will be expected to develop a strong research program and direct graduate research. A Ph.D. or satisfactory progress toward completion of requirements for the Ph.D. is required for Assistant Professor positions in Behavioral Neuroscience, Cognitive and Social/Personality Psychology. Applicants for the Social/Personality Psychology position must have the rank of Assistant Professor. Although we do not require knowledge of any particular method, we have some preference for scholars with expertise in the analysis of developmental change, face-to-face sequential interaction, and family or multi-level data. A Ph.D. and a record of participation in teaching and research are required. Review of applications will begin on January 5, 1999, and will continue until the position is filled. The position begins in August, 1999. Applications from members of historically underrepresented groups are especially welcome. Send a statement of interest, vita, representative publications, evidence of teaching competence, and a minimum of three letters of recommendation to: Theodore Dix, Chair, Methodology Search Committee, Department of Human Ecology, University of Texas, Austin, TX 78712-1097. The University of Texas at Austin is an Equal Opportunity/Affirmative Action Employer. TX7

THE UNIVERSITY OF TEXAS AT AUSTIN, Department of Psychology, invites applications for two tenure-track appointments, rank open, beginning Fall 1999. Experimental Psychology: Research and teaching interests showing a strong involvement in a traditional area (sensation/perception, learning, memory, cognition, decision-making, attention, motor control, or language). Psychometrics: Candidates should have a background in assessment and measurement and a strong interest in the application to I/O, health or clinical settings, or cross-cultural contexts. Applicants for both positions should have a Ph.D. degree, published research, and the ability to teach at the undergraduate and graduate levels and to direct thesis and dissertation research. Screening will begin February 1, 1999, and will continue until the positions are filled. Candidates should send a letter of application summarizing research interests and qualifications, three letters of recommendation to: Search Committee, Department of Psychology, University of Texas at El Paso, El Paso, TX 79968-0555. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services. TX8

Assistant Professor in QUANTITATIVE METHODS, THE UNIVERSITY OF TEXAS AT AUSTIN. The Division of Child Development & Family Relationships, within the Department of Human Ecology, seeks applicants for a tenure-track position as an Assistant Professor. Although we do not require knowledge of any particular method, we have some preference for scholars with expertise in the analysis of developmental change, face-to-face sequential interaction, and family or multi-level data. A Ph.D. and a record of participation in teaching and research are required. Review of applications will begin on January 5, 1999, and will continue until the position is filled. The position begins in August, 1999. Applications from members of historically underrepresented groups are especially welcome. Send a statement of interest, vita, representative publications, evidence of teaching competence, and a minimum of three letters of recommendation to: Theodore Dix, Chair, Methodology Search Committee, Department of Human Ecology, University of Texas, Austin, TX 78712-1097. The University of Texas at Austin is an Equal Opportunity/Affirmative Action Employer. TX9

CLINICAL PSYCHOLOGY: THE UNIVERSITY OF RICHMOND invites applications for a tenure-track position at the Assistant Professor level. A promise of excellence in teaching and the ability to develop an active research program which stimulates student participation is important. A Ph.D. in clinical psychology is required. The position will begin August, 1999. The search committee is accepting applications until the position is filled. Send a letter of interest, vita, copies of transcripts, three letters of recommendation, and unpublished research to: Assistant Professor Search Committee, Office of Human Resources, The University of Virginia, 1 College Avenue, Wisc, Virginia, 24293. The University of Virginia is an AA/EEO/ADA employer. For more information about the College, visit our web site at http://www2.clinch.edu. VA2

THE UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY, is searching for...
a tenure-track ASSISTANT PROFESSOR to begin August, 1999. We are interested in applicants with outstanding research programs in any area of ETHNIC MINORITY STUDIES. To apply, send Vita, three or more letters of recommendation, and copies of relevant publications to: Chair, Eth- nic Minority Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of application is December 1, 1998. Applications and supporting materials must be complete by the deadline. University of Virginia is an Equal Opportun- ity/Affirmative Action employer. Applications from women and minorities are encouraged. VA3

The UNIVERSITY OF VIR- GINIA, DEPARTMENT OF PSYCHOLOGY seeks candidates for a FACULTY POSITION in DEVELOPMENTAL PSYCHOLOGY to begin August, 1999. Rank is open and senior candidates are encouraged to apply. Applicants with an established record of teaching and a strong research program in any area of developmental psychology are encouraged to apply. Send curriculum vitae, a statement of research and teaching interests, three or more letters of recommen- dation, and three letters of support to: Chair, Developmental Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of application is December 1, 1998 or until position is filled. The University of Virginia is an Equal Opportun- ity/Affirmative Action employer. Applications from women and minorities are encouraged. VA4

COGNITIVE PSYCHOLOGIST, THE COLLEGE OF WILLIAM & MARY Department of Psychology is seeking applications for a full-time position in COGNITIVE PSYCHOLOGY. The College of William & Mary is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VA5

DEVELOPMENTAL PSYCHOLOGIST, THE COLLEGE OF WILLIAM & MARY Department of Psychology is seeking applications for a tenure eligible appoint- ment at the rank of Assistant Pro- fessor beginning Fall 1999. Teaching responsibilities may include introductory psychology, research methods, and lifespan deve- elopment psychology at the undergraduate and graduate level. Strong computer skills and evidence of research productivity are re- quired. Ph.D. required. William & Mary is a highly selective liberal arts university. The Department offers a rigorous and well-balanced M.A. in gen- eral psychology and participates in a consortial clinical Psy.D. program. Send current curriculum vita, copies of publications, and three letters of recommendation to: Constance Pilkington, Developmental Search Committee Chair, Dept. of Psychology, College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Review begins January 18, 1999 and will continue until the appointment is made. The College of William & Mary is an Equal Opportunity/Affirmative Action employer. Members of underrepresented groups (includ- ing people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply. VA6

THE UNIVERSITY OF VIR- GINIA, DEPARTMENT OF PSYCHOLOGY invites applications for a FACULTY POSITION (NON-TENURE TRACK) AT THE ASSISTANT PROFESSOR LEVEL to begin August 25, 1999. Only applicants with a Ph.D. in Psychology, demon- strated teaching abilities (statis- tics and experimental design) and computer skills need apply. Applications from women and minorities are encouraged. Send vita, teaching statement, and three or more letters of recommendation to: Chair, Gender Faculty Search Com- mittee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is January 15, 1999. The University of Virginia is an Equal Opportun- ity/Affirmative Action employer. VA7

Assistant Professor of Psychology MARYMOUNT UNIVERSITY Inviting applications for full-time faculty positions in psychology. Teach undergraduate courses in lifespan development, cognitive, experimental or statistics, introductory psychology, and special topics of choice, as well as directing under- graduate thesis research, advising, and committee service. Candidate must have Ph.D. completed by August 1999 and show evidence of effective teaching experience and an ongoing research program with publication potential in student/faculty collaborative research. Whitman College, a private, liberal arts college located in a rural setting, has 1300 highly selected, traditional students, and generous sabbatical and academic support programs. Send letter of application stating career interests (including approach to teaching and research); a detailed VITA; and evidence of skill as a teacher (student evaluations and/or publications). For information contact: Stephen Rubin, Chair, Psychology Department, College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Review begins January 15, 1999 and will continue until the appointment is made. The College of William & Mary is an Equal Opportunity/Affirmative Action employer. VA8

WASHINGTON

PSYCHOLOGY: Assistant Professor, Lifespan Developmental/ Cognitive: The Department of Psychology at WHITMAN COL- LEGE seeks candidates for a tenure-track position to begin August 1999. Responsibilities include teaching undergraduate courses in lifespan development, cognitive, experimental or statistics, introduc- tory psychology, and special topics of choice, as well as directing un- dergraduate thesis research, advising, and committee service. Candidate must have Ph.D. completed by August, 1999 and show evidence of effective teaching experience and an ongoing research program with publication potential in student/faculty collaborative research. Whitman College, a private, liberal arts college located in a rural setting, has 1300 highly selected, traditional students, and generous sabbatical and academic support programs. Send letter of application stating career interests (including approach to teaching and research); a detailed VITA; and evidence of skill as a teacher (student evaluations and/or publications). For information contact: Stephen Rubin, Chair, Psychology Department, College of William & Mary, P.O. Box 7297, Tacoma, WA 98407-0729. EOE/A/A: WAZ

WEST VIRGINIA

The Department of Psychology at WEST VIRGINIA UNIVERSITY is seeking candidates to fill a tenure-track position at the Assis- tant Professor level in APPLIED BEHAVIOR ANALYSIS, beginning August 16, 1999. Applicants are expected to have a Ph.D. degree in Behavior Analysis or related fields. The position includes teaching undergraduate courses in applied behavior analysis and conducting applied behavior analysis research. The successful applicant will be expected to teach classes in applied behavior analysis, conduct research in the area, and possibly supervise the graduate students in the program. The successful applicant should have a strong research background and be able to develop and implement an undergraduate research program in applied behavior analysis. For information contact: Dr. James S. Aitken, Chair, Department of Psychology, West Virginia University, Morgantown, WV 26506. Deadline for receipt of applications is December 1, 1998. Applications and supporting materials must be complete by the deadline. The University of West Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VW1

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s. Developing extramural research and practicum support through grants or contracts will be expected. Possible practicum, research, and consulting Faculty. The Department has 22 full-time faculty, 73 graduate students, and over 600 undergraduate majors andminors. Doctoral (Ph.D.) training is offered in Adult and Child Clinical Psychology; APA accredited). Behavior Analysis, and Developmental Psychology. Review of applications will begin January 18, 1999, and continue until the position is filled. Send a letter outlining teaching and research interests, a vita, three letters of recommendation, and three (3) preprints to: Applied Behavior Analysis Search Committee, Department of Psychology, P.O. Box 6040. West Virginia University, Morgantown, WV 26506-6040. (Phone: 304-293-6050; FAX: 304-293-6041; E-mail: ethomson@wvu.edu). Women, minorities, and persons with disabilities are strongly encouraged to apply. West Virginia University is an Affirmative Action/Equal Opportunity Employer. W1

WISCONSIN

EXPERIMENTAL PSYCHOLOGIST: BELoit COLLeGE announces an opening at the assistant professor level for a Ph.D. psychologist with expertise in two or more of the following areas (listed alphabetically): behavior genetics, biological psychology, cognitive neuroscience, human learning, and human motivation. The position is a full-time tenure-track position beginning August 15, 1999. Candidates should be prepared to teach courses in their specialty, share in the teaching of core courses (Introduction to Psychology, Statistical Applications, Research Methods & Design, History & Systems, and Senior Seminar), and contribute to all-college offerings. Experise in issues of race and ethnicity is desirable. Beloit College is a selective undergraduate liberal arts college with an enrollment of 1,200 students. The College emphasizes excellence in teaching, breadth and versatility in its faculty, and student-faculty research. The city of Beloit is located in southern Wisconsin, close to Madison, Milwaukee, and Chicago. Qualified candidates should send a letter of application, vita, and three letters of recommendation to Mark S. Groshek, Search Committee, 700 College Street, Beloit, WI 53511 by December 5, 1999. Preliminary inquiries may be directed to Prof. M. Groshek (608-836-3239 or mgroshek@beloit.edu). Beloit College is committed to cultural and ethnic diversity, and urges all interested individuals to apply. AA/EOE employer. W1

THE UNIVERSITY OF WISCONSIN-Milwaukee Department of Psychology anticipates an opening for a tenure-track Assistant Professor position in Clinical Psychology to begin August 1999. We are seeking an individual with a scientific-practitioner background and broad based training in psycho-pathology, assessment, and psychotherapy. In addition, we are seeking someone who has established a productive research program in the area of Health Psychology with strong prospects of attracting extramural funding. Well-developed relationships between the Department and the Milwaukee County Medical College of Wisconsin, Children's Hospital of Wisconsin, and other local and regional institutions and universities provide access to a wide variety of patient populations and collaborative research opportunities. Applicants should be licensed in Wisconsin. Women and minority applicants are strongly encouraged to apply. Applications are invited until January 15, 1999. Submit a letter of application, curriculum vitae, names and addresses of three individuals with letters of reference, and two recent publications from refereed journals or other works of scholarly publication to: Dr. Catherine Bielajew, Assistant Director, School of Psychology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201-0413. The University of Wisconsin-Milwaukee is an Equal Opportunity/Affirmative Action and ADA employer. W1

CANADA

UNIVERSITY OF WATERLOO: Applications are being accepted for a tenure-track position at the Assistant Professor level in Developmental Psychology beginning September 1, 1999. The successful candidate must have a PhD in the area of Developmental Psychology. Published research and published research. Qualifications and experience. Application deadline is December 15, 1998 although applications will be reviewed as they are received. Submit curriculum vitae, reprints or preprints for three letters of reference to be sent to: Department of Psychology, University of Waterloo, 200 University Ave. W., Waterloo, Ontario, N2L 3G1, Canada. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. CN1

UNIVERSITY OF OTTAWA: Psychology. The School of Psychology of the University of Ottawa anticipates one tenure-track position to be filled as of July 1, 1999, at the Assistant Professor level. Priority will go to applicants in the areas of clinical psychology (with a specialization in adolescent, child or family) and quantitative methods in psychology. Applicants should have a doctoral degree and must 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 $43,978. Applications should be received before January 15, 1999. Submit a letter of application, curriculum vitae, names and addresses of three individuals with letters of reference, and two recent publications from refereed journals or other works of scholarly publication to: Dr. Catherine Bielajew, Assistant Director, School of Psychology, 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 encourages applications from women. CN2

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AIDS: GA4
Animal Behavior: WA2
Applied: NY4, PA10
Behavioral Analysis: FL2, MA5, WV1
Behavioral Neuroscience: IL10, KS2, ME1, MA6, TN1, TX3, TX7
Behavioral Science: NY2, MA5, NY13
Biological: CA3, CA7, LA1, MI2, MO4, NC4, PA3
Clinical: AZ1, CA1, CA6, CA8, CA17, CA21, CO1, CO2, GA3, IL2, IL4, IN1, IN4, KS1, KY1, MD3, MA8, MA9, MI1, MI3, MI9, NE1, NM1, NY1, NY6, NY12, MD4, MA2, NC1, NC2, NC3, ND1, OR3, OR6, PA5, SC4, TN4, TX1, VA1, WI2, WI3, CN2
Cognition: CT3, NY9
Cognitive: AL1, AZ2, AR1, CA11, CA12, CT3, FL1, GA1, IL3, IL5, IL8, IL11, IA3, LA4, MA1, MI5, NY10, OK2, OR1, OR4, OR7, PA11, SC2, TN5, TX6, VA5, WA1
Cognitive neuropsychology: FL1, NY16, OR4, PA2, TN3
Community: MI9
Counseling: CA13, IA4, MI9, OH1, OH6
Cross-Cultural: CA10, CA19, MI6, MO2, OH7, VA3
Developmental: AL2, CA10, CA12, CA13, CA15, FL1, FL3, GA1, GA2, IL8, IN3, IN5, LA2, MA6, MI4, MO1, MO2, MO5, MT1, OR5, PA14, SC1, VA4, VA6, WA1, CN1
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Experimental: GA1, IN3, IA1, ND2, OH5, PA10, PA12, TX8, VA2, VA8, WI1
Evaluation: CT3
Family: AZ4
Forensic: CA1
General (includes Director and Chair): AL1, CA9, CA18, DC2, FL1, IL9, IA2, KY2, LA3, MI7, MO6, MO7, NY3, ND2, OH8, SC3, VA7
Gerospsychology: CO2
Health: CA1, CA2, IL2, IN1, NY16, SC4
Human Development: AL2, CA12, MO2, MO3, PA9
Human Factors: CA16, MD1, OH5, OH9, OK1, OR2, OR7
Information Systems: CA12, IN2
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Law: AZ3, IL1, IL4, MA4
Learning: MD4, NY9
Lifespan: AL2, MI9, WA1
Medicine: AL1, TN6
Methodology: MI4, TX1
Neuropsychology: CO3, FL1, MI3, MI8, OH9
Neuroscience: AL1, FL1, MA7, NY2, TN3
Physiological: PA14
Postdoctoral: CA4, CA14, FL3, GA4, IL1, IL6, MD1, OH3, OR2, PA8, PA13
Psycholinguistics: PA1
Psychopathology: TN2
Psychopharmacology: IL6, MD1
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Research: CA6, IL1, IL7, TX2
Schoo: CT3, IL8, MI9, SC2, TN7
Sensation/Perception: PA4
Social/Personality: CA5, CA8, CA10, CA20, CT1, CT2, IL8, IN4, IA5, ME1, MD2, MA3, MA4, MA10, MI10, MO1, MT1, NH1, NY8, NY14, NY15, OH3, OH4, OK1, PA3, PA6, TX4, WI2
Sport Psychology: NY7
Substance Abuse/Alcoholism: MD1
Vision: NY5, RI1

Using the Index

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

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

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

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