APS Launches New Publication

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

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

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

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

Some of the areas PSPI plans to address include:

- Does Ginkgo really enhance memory?
- Do SAT coaching classes really help?
- Are projective tests valid?
- What influence do parents have over their children's behavior?
- Does classroom size matter?
- Can objective decision support methods reduce false positives, for example, on tests of cancer detection?

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

Showcasing Psychology's Contributions

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

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

Former APS Board Member Steve Ceci, of Cornell University, and APS President-elect Robert A. Bjork, of the University of California-Los Angeles (UCLA) are co-chairing the editorial board that is overseeing the publication. See PSPI on page 18.

The Vote Was Close But . . .

APS Still APS

The votes are in on one of the most hotly debated issues in APS history: Should APS remain the American Psychological Society or become instead the Association for Psychological Science? And the winner is . . . (big drum roll, please) . . . The American Psychological Society. The vote was very close but the proposed new name earned only 60 percent of the votes, falling short of the two-thirds majority required by the APS by-laws. This issue has generated much discussion among the APS rank and file. More Letters to the Editor and comments from the website were received on this one issue than any other in APS history. See APS on page 18.

American Psychological Society • 1010 Vermont Ave., NW • Suite 1100 • Washington, DC 20005-4907 • 202-783-2077
http://www.psychologicalscience.org
Congress to Federal Agencies: Behavioral Science is Your Mission

The Congress to Federal Agencies: Behavioral Science is Your Mission focuses on the importance of behavioral science and its role in addressing critical issues. It emphasizes the necessity of federal support for behavioral science research and training.

The Federal Perspective on IRBs

This section discusses the federal perspective on Institutional Review Boards (IRBs), highlighting their role in protecting human participants in research. It addresses the importance of IRBs in ensuring ethical conduct in research.

APS Call for Nominations

The APS Call for Nominations invites members to forward nominations for the positions of President Elect and two Board positions. This section underscores the significance of nominations in shaping the future leadership of the organization.

Seventy Years of Psi Chi

This article celebrates the 70th anniversary of Psi Chi, the national honor society in psychology. It highlights the organization's contributions to psychology and its impact on the academic community.

12th Annual APS Convention

The 12th Annual APS Convention Call for Submissions encourages participation in the event, emphasizing the importance of engaging with the broader psychological science community.

Departments

The Department page includes various subsections such as Presidential Column, Call for Fellows, Teaching Tips, Helping Students with Academic Difficulty, Department Profile, George Mason University, Members in the News, People, The Student Notebook, Announcements, Meeting Calendar, Membership Application, and Employment Bulletin.

The password for online journal access will change this January. Make sure your membership is paid and up to date in order to receive the new password and maintain access to Psychological Science and Current Directions online.
Come Together
Elizabeth D. Capaldi
APS President

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

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

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

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

As a unified discipline, psychologists could be more successful in arguing for increased funding. That funding could enhance their teaching and thereby their research. They can argue for computers for multimedia instruction. They can argue for labs in which to teach, offices in which to meet students, and more faculty to handle the load. Psychologists in various departments and colleges on campuses should group together and have an identity as psychologists. They should minimize their internal differences on campus. No one outside of psychology cares about the subtle differences between fields of cognitive psychology or animal learning or humanistic vs. other approaches. In fracturing the discipline among subgroups, we make ourselves less effective. We don’t hear the physicists, or chemists, or historians arguing among themselves, splitting into subgroups, and dividing their departments in half. We have more in common with each other than we do with other disciplines. If we looked outward rather than inward we would be much more successful. •

November 1999
Nominations for APS Fellows

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

Nomination Requirements
Fellowship nominees must be an APS Member. Nominators must supply the following documents to the APS Membership Committee:
1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
2) The candidate's current Curriculum Vita.
3) Letter of support from three outstanding contributors to the field of scientific psychology familiar with the nominee's work, one of whom must be an APS Fellow.

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

Spring application deadline: April 15, 2000

Fellowship Nomination
I would like to nominate
In support of this nomination I have enclosed the following:
◆ Letter of nomination
◆ Nominee’s Curriculum Vita
◆ Supporting letters from 3 colleagues, one of whom is an APS Fellow

(your signature)

(printed name)

(address)

(telephone, email)

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

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New York, NY 10012
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NEW YORK UNIVERSITY
Leonard N. Stern School of Business
Congress to Federal Agencies: Behavioral Science is in Your Mission

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

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

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

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

Here's what the Senate Appropriations Committee said:

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

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

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

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

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

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

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

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

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

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

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

See Mission Page 17

APS OBSERVER
American Psychological Society

November 1999
The Federal Perspective on IRBs

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

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

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

Improving the Process at the Local Level

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

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

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

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

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

Regulation of IRB Procedures

Some of the concerns raised under this topic include: a lack of standardization among IRBs; a lack of consistency within a given IRB; and a wide variation in the interpretation of the regulations.

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

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

Investigator Appeals Process

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

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

Federal Regulations on Human Subjects Research

In order to receive federal support for research involving human subjects, institutions must comply with the “Federal Policy for the Protection of Human Subjects.” The provisions of the Federal Policy are found in the Code of Federal Regulations at 45 CFR 46 and a copy is available online: http://grants.nih.gov/grants/opr/index.html. Clinical trials involving FDA-regulated drugs, devices, or biologics are governed by a separate, but similar set of regulations.

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

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

2. The Federal Policy sets minimum standards for the protection of human subjects. Institutions are free to apply more stringent standards.

See IRB on page 19

November 1999
Call for Nominations
APS Board and President-Elect

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

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

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

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

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

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

Name: ____________________________
Affiliation: _______________________

I nominate the following for the APS Board:
(1) Name: ________________________
Address: _________________________
City: _____________________________
State: _______ Zip: _____________
Phone: _________________________
Email _________________________

(2) Name: ________________________
Address: _________________________
City: _____________________________
State: _______ Zip: _____________
Phone: _________________________
Email _________________________

I nominate the following for APS President-Elect:
(1) Name: ________________________
Address: _________________________
City: _____________________________
State: _______ Zip: _____________
Phone: _________________________
Email _________________________

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

November 1999
Seventy Years of Psi Chi
Student-faculty organization celebrates anniversary at its birthplace

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

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

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

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

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

Psi Chi serves two main goals: to provide academic recognition to its members; and to nurture and stimulate academic and professional growth. The national organization and its 940 individual chapters do this through, for example, national and regional conventions, one of which is the APS Convention. Psi Chi publishes a quarterly magazine, Eye on Psi Chi, as well as the Psi Chi Journal of Undergraduate Research.

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

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

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

The founding of Psi Chi took place at what was then considered to be a historic event in psychology. Hogan noted that the 1929 Congress "may well have been the occasion for the most impressive gathering of psychologists in the history of the discipline. From North America came 722 registrants—almost three-fourths of the members of APA. Also attending were 104 international psychologists from 21 countries."

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

American Psychological Society

November 1999
Path analysis, confirmatory factor analysis (CFA), Lisrel-type and growth curve models have become dominant multivariate research methods.

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![Figure X: Latent Growth Curve Model](image)

Chi sq. = 15.89  P = 0.08  CFI = 0.96  RMSEA = 0.03

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**National Defense Science and Engineering Graduate Fellowships**

**STARTING IN ACADEMIC YEAR 2000 - 2001**

As a means of increasing the number of U.S. citizens trained in disciplines of science and engineering of military importance, the Department of Defense plans to award approximately 30 new three-year graduate fellowships in April 2000. National Defense Science and Engineering Graduate Fellowships may be awarded for study and research in pursuit of doctoral degrees in or closely related to, the following disciplines:

- AERONAUTICAL AND ASTRONAUTICAL ENGINEERING
- BIOSCIENCES (includes Toxicology)
- CHEMICAL ENGINEERING
- CHEMISTRY
- COGNITIVE, NEURAL, AND BEHAVIORAL SCIENCE
- COMPUTER SCIENCE
- ELECTRICAL ENGINEERING
- GEO SCIENCES (includes terrain, water, and air)
- MATERIALS SCIENCE AND ENGINEERING (includes Manufacturing Sciences and Engineering)
- MATHEMATICS
- MECHANICAL ENGINEERING
- NAVAL ARCHITECTURE AND OCEAN ENGINEERING
- OCEANOGRAPHY
- PHYSICS (includes Optics)

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

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

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

Additional information and an application are available from:

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

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

APS OBSERVER
American Psychological Society

November 1999
Students with Academic Difficulty: Prevention and Assistance

Ellen E. Pastorino
Valencia Community College

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

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

Preventing Academic Problems
Course Expectations and Objectives

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

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

Course Prerequisites

It is important that students start your course with at least the minimal skills necessary to do well. Have students met the course prerequisites? What are their reading and writing skills? Even though it is not a college prerequisite per se, I caution students who are enrolled in remedial courses that psychology will require the ability to comprehend abstract concepts and that correct English usage is required on any written assignments. If students lack these skills, yet still want to remain in the course, they now understand that the course work will require that they receive extra tutoring in these basic skills.

Selection of Textbook and Study Guide

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

Clarity of Assignments, Tests, Projects, etc.

Often students are upset with their performance in a course because they did not know what the professor was looking for in an assignment. Or they describe test questions as tricky. Or they say that they didn’t know what material was going to be emphasized. You can do several things to minimize these complaints while at the same time making the students responsible for their learning. Save representative student assignments and include them as examples for future stu-
Assisting Students with Academic Difficulty

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

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

What Problems? Initial Assessment

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

Are They Reading the Material and How Often?

Have students bought the required textbook and have they read the assigned chapters? Students are often amazed when they hear that they may need to read the material three or four times to comprehend it. Do students pre-read prior to coming to class? Do they briefly review the material that will be discussed? Do they actively read the material and have questions in mind as they read? Do they monitor their reading to ensure comprehension and reread the material after class to clear up any questions they have? Have they considered taking notes on their reading? Employing these strategies enhances memory by engaging in the techniques of rehearsal, semantics, and distributed practice.

Review Students’ Study Habits

Assessing students’ study habits often pinpoints where improvement and practice may be needed. Are their notes clearly outlined and detailed? Do they review and organize them after class? Are they grasping the main concepts? Are they asking questions during class when something is not clear? Do they provide examples in their notes as cues for remembering? Are they using the study guide? Is the environment in which they are studying appropriate? Is it a quiet place free from distractions? Do they apply the principle of distributed practice by breaking up study sessions or do they attempt to cram for exams?

Active Learning

Assess what steps students are taking to actively learn the material. Simply reviewing their notes the night before the exam will not be sufficient to succeed. Do they use note cards? Have they outlined the chapters? Rewritten their notes? Can they organize a study group to discuss
George Mason University

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

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

Faculty

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<td>Deborah A. Boehm-Davis</td>
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Undergraduate Program

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

Research Areas

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

Graduate Training

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

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

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

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

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

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

Joint and Interdisciplinary Programs

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

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

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

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

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

Regional school systems are sites for training students in our School Psychology MA program, and are research sites for several faculty. Regional school systems and Mason’s Psychology Department have recently formed a coalition to request Federal support for a regional center at Mason which would work with schools and parents to support cognitive and emotional development of children.
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THE EYES HAVE IT – target detection using TSD concepts
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PERFECT RECALL – factors influencing serial recall
END OF THE LINE – Compliance research in the spirit of Asch
SEEING IS BELIEVING – Using classical psychophysics to related physical and subjective reality
SOME NERVE – determining the role of neurotransmitters
WHO’S WATCHING? – comparing experimental rigor with ecological validity
DECISIONS, DECISIONS – using logical reasoning
TESTING YOUR IQ – probing the reliability and validity of tests
EGO PROTECTION – exploring the classical defense mechanisms
JUST REWARDS – studying consequences of schedules of reinforcement
WHAT’S YOUR TYPE? – focusing on Type A and Type B, exploring labeling
SAY WHAT? – determining categorical boundaries of speech
WHEN YOU WERE 3 – exploring explanations for repressed memories
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APS Members In the News...


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


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

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

Carlo DiClemente, Univ. of Maryland-Baltimore, Shape, June 13, 1999: Health and beauty


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


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


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

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


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

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

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

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

APS OBSERVER
American Psychological Society

November 1999
People

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

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

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

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

The Observer: as flexible as human behavior

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APS OBSERVER
American Psychological Society
ONGOING WORK IN THE BEHAVIORAL SCIENCES, INCLUDING A BREAKDOWN BY INSTITUTE AND FUNDS WITHIN EACH INSTITUTE OF RESEARCH AND TRAINING ACTIVITIES INCLUDED IN NIH’S BEHAVIORAL AND SOCIAL SCIENCE PORTFOLIO.” IN PART, THIS IS A REACTION TO NIH’S USUAL RESPONSE WHEN CONGRESS LOOKS FOR AN INCREASE IN BEHAVIORAL SCIENCE, WHICH CAN BE SUMMED UP AS “WE’RE ALREADY DOING ENOUGH, THANK YOU.”

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

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

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

Basic (Research) Instinct

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

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

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

Other Highlights

In addition to the items described above, the Senate targeted a number of behavioral science initiatives at NIH. The verbatim language is provided on above and on page 23, but here are the highlights:

- Mental Health — The Senate supports an initiative in psychology and public health now being developed at the National Institute of Mental Health (NIMH), as well as an NIMH project on connecting basic behavioral research with clinical and applied research. The Senate also highlighted behavioral research on violence.

- Drug Abuse - Calling the National Institute on Drug Abuse (NIDA) “a model of how to approach behavioral science and public health responsibilities, the Senate commended NIDA’s new Clinical Trials Network (see the March 1999 issue of the Observer for details on this initiative).

- Alcohol - The Senate expressed support for initiatives by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in the areas of college-age binge drinking, training for young behavioral science investigators, and expansion of its behavioral science research portfolio.

- Aging - The National Institute on Aging (NIA) was urged by the Senate to use the findings from a study by the National Academy of Sciences in developing its research in cognition and aging.

- Child Development - The Senate expressed support for initiatives in behavioral and cognitive aspects of child development at the National Institute on Child Health and Human Development (NICHD) and urged NICHD to expand its support for young behavioral scientists ala B/START.

Sarah Brookhart

November 1999
leaving little time for negotiations. Finally, the major parts of the NSF bill actually deal with Veterans and Housing. NSF usually doesn’t get much air time.

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

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

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

Finally, APS noted that the language also contradicts the Senate Committee’s history of strong support for NSF’s behavioral and social science research programs, dating back almost 10 years ago to the establishment of the SBE directorate and NSF’s Human Capital Initiative, and more recently, the restructuring of the SBE directorate in order to accommodate the unprecedented scientific productivity in these fields. This history of support was underscored during the debate on the FY 96 NSF budget, when Sens. Bond, Inouye, and then-subcommittee chair Barbara Mikulski (D-MD) reiterated their strong support for NSF’s SBE programs.

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

After negotiations, a colloquy — a scripted conversation often used to clarify the intention behind a particular action — between Sens. Inouye and Bond was approved and became part of the Congressional debate on the bill. APS was instrumental in developing that colloquy, which is reprinted to the right and on page 28. In it, Sens. Inouye and Bond express strong support for NSF. Sen. Bond explicitly indicates that behavioral and social science research is part of NSF’s core mission and that NSF’s support for behavioral and social science should be neither narrowed nor reduced, effectively reversing the earlier report language.

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

Sarah Brookhart

**Senate Colloquy on Behavioral and Social Science Research at NSF**

September 23, 1999

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

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

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

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

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

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

See Colloquy on page 23
new endeavor. PSPI's Editorial Board includes Elliot Aronson, Richard Klomoski, Lewis Lipsitt, APS Past President Elizabeth Loftus, Sue Mineka, APS Board Member Roediger, Dan Schacter, John Swets, Carol Tavris, and Elaine Walker.

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

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

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

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

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

One Small Step for APS

One Giant Step for Psychology

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

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

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

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

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

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

Reaching Out and Giving Away

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

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

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

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

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

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

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

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

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

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

Elizabeth Rukzynis

IRB FROM PAGE 6

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

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

Assessment and Education About Research Risks and Related Issues

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

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

IRBs are required to determine that the risk to subjects is reasonable in relation to the anticipated benefits of the research and that risks are minimized by use of sound research design. In order to accomplish this, IRBs must look at the scientific design and merit of the research, since research that is without scientific merit can have no benefit. Of course, IRBs must be qualified to evaluate the scientific merit of the research they are reviewing. Again, if investigators believe that their IRB is not qualified to make these evaluations, they should bring this to the attention of the institutional officials.

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

Conclusion

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

It is up to investigators and IRBs to enter into a dialog so that each understands the responsibilities and concerns of the other. The relationship between IRBs and investigators is not inherently adversarial; they both have a common goal—conducting ethical research. With proper communication, they can work together to reach that goal.
be safe so that the virus won’t be transmitted
to anyone,” said Fisher, whose work
involves encouraging adherence to medical
regimens to combination therapies among
the HIV positive community. “If people are
not adherent to the treatment drugs and they
practice risky behavior, it is possible that
they can pass on treatment-resistant strains
of the virus. We as behavioral scientists can
uniquely bring the theory and empirical
work we have to bear on issues like this in
HIV prevention.”

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

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

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

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

“To look at the dollars that are going to
prevention research doesn’t tell the whole
story because even when there has been
money available for research, researchers
and people implementing the findings of
that research are often handcuffed,” said
AIDS researcher and APS Fellow Greg
Herek. “It is still the case that there are
political concerns about where the funding
goes and that has played itself out where
both sex and drugs are concerned—two
things that are pretty controversial but are
unfortunately the places where the action is
in terms of HIV infection.”

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

**Interdisciplinary Efforts**

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

“The OAR is constructing a broader,
more multidisciplinary area called ‘preven­tion science,’ that acknowledges that bio­logical, behavioral, and social aspects of
risk and protective behavior operate at the
same time,” said Auerbach, adding that in
the past three years, OAR—which is re­sponsible for coordinating the scientific,
budgetary, legislative and policy elements
of AIDS research across NIH—has made
concerted efforts to link the behavioral and
social sciences with the biomedical sci­ences. “When you look only at the indi­vidual elements, you miss the whole picture.
We are trying to better address mul­tiple levels of analysis and develop a more
comprehensive agenda in HIV prevention.”

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

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

**Before it had a Name**

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

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

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

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

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

...
other behaviorally oriented areas.

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

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

**Needles and Pins**

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

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

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

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

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

"What you have here," said Needle, "is the story of cumulative research being supported primarily by NIDA. It is reviewed independently by federally funded evaluations and the conclusions are being reported in these evaluations as well as by the Secretary of Health and Human Services. The evidence with the conditions I mentioned is a well-implemented part of a comprehensive HIV prevention program and an effective strategy in preventing HIV infection."

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

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

**Obstacles**

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

"I think the one thing that the epidemic really illustrated was the disastrous consequences of having ignored research on sexuality for so many years," said Herek, whose own research involves AIDS-related stigma.

"Researchers have been discouraged from doing any work on sexuality and in the gay community in particular for many years. Then suddenly there was this epidemic and we realized how important it would be to know these things. I have to think that this lack of knowledge was a serious problem and a reason why the AIDS epidemic took off as strongly as it did in the 1980s."

Herek says these attitudes exist today and create an ongoing problem for researchers. "It has been the case throughout the epidemic that because of the ways in which HIV is transmitted and because of the groups that have been most affected by HIV, there are many constrictions placed on what kinds of prevention efforts can be made," he said.

"At one time, Congress even made a point of saying that HIV prevention programs could not in any way include a positive message about gay men and their sexuality."

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Continued on next page

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

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

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

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

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

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

Coates said that better appreciation among the public and press for the importance of prevention and other behavioral science advances in AIDS research would also be helpful. "We as a society get very enamored of the very high bio-tech," he said. "It would be nice and very helpful in the long run if we could recognize and elevate the importance of prevention to that level."

Looking Ahead

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

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

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

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

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

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

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

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

**Jeff Fisher**

Director, Center for HIV Intervention and Prevention

University of Connecticut

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**References**


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

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

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

COLOQUY FROM PAGE 17

Colloquy report may be interpreted to question the value of NSF’s programs in these areas. I am also concerned that the language undermines a valuable scientific enterprise. Is it the chairman’s understanding that the committee report’s intent is to express the committee’s belief that NSF’s core mission includes support for behavioral and social science research? Mr. BOND. I thank the Senator from Hawaii for the question. NSF’s core mission indeed includes basic research in the behavioral and social sciences, and, let me make it clear, it is my expectation that NSF will continue its strong investment in these areas. Any efforts to narrow NSF’s mission to exclude these sciences or to target them for reduced support would jeopardize the development of the multidisciplinary perspectives that are necessary to solve many of the problems facing the Nation.

Mr. INOUYE. Mr. President, I thank the chairman.
The Student Notebook — Kymerley K. Bennett ◆ Editor

The Undergraduate Perspective: Undergraduate Research as an Invaluable Experience

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

Getting Started

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

In other words, many undergraduates simply do not feel comfortable in approaching their professors, and asking to be involved in their research. It is important to keep in mind, as an undergraduate student, that your professors have been in your shoes! Further, it is likely that they will be more than happy to accommodate your needs. However, if you are denied by a particular professor, do not be afraid to approach another professor regarding research opportunities. Chances are, you will find a faculty member who will let you in the door of research opportunity.

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

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

The Experience

When you receive the opportunity to become an undergraduate research assistant, it is vital that you remain focused and take advantage of the experience. You should consider your position a privilege, and treat it as such. It is important to remember that many students may want to be in your position, but might not feel comfortable in approaching faculty about research opportunities. It is also very important to be responsible, and conduct yourself with a sense of professionalism. You will find learning to be an interesting process; this is usually the direct result of the interaction between you and your research supervisor (Kaplan & Kies, 1995).

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

The Benefits

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

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

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

Hot Site

You can find a wealth of information at the “Resources in Psychology on the Internet” web site! This site offers information on every imaginable topic in psychology. Set aside some time to explore this informational site—the sheer amount of links on this site will truly impress you. This web site offers links to such topics as:
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- research methods and statistical analyses
- ethical issues in research and teaching and coping skills for college life
- tips for writing and presenting psychological research
- graduate school planning and submissions and career planning
- information on all subfields within psychology

Visit this great site today at: http://www.psychref.com

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

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November 1999
Applying To Graduate School: Choosing and Researching the Program that is Best for You

by Kymberley K. Bennett
APSSC Student Notebook Editor

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

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

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

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

Once you have decided what area(s) of psychology capture(s) you, and you have decided what degree you would like to pursue, it is time to narrow down your list of possible graduate programs—the third piece to our grad school puzzle. There are many things to consider when making your list of programs, but at the top of this list should be your “fit” with a particular program. By “fit,” I refer to how well the research interests of the program’s faculty match your own. In my experience, this has been, by far, one of the most important determinants of one’s
Tips from Page 11

the material or at least pair up with a partner to teach each other the material? Just discussing the material with friends or relatives will assist students in evaluating what they have comprehended and what they are still confused about. Suggest that they try to explain important concepts to one another.

Practice Tests

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

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

Campus Resources

The first campus resource that is available to students is you! Being available during your office hours communicates to students that it is important to you that they do well. However, if you know that a student wants to talk to you about strategies for improving his/her performance in your class, a process is necessary for establishing the appropriate atmosphere. Make an appointment with the student in a quiet setting where each of you will have the other’s undivided attention.

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

Commitment to College

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

Why is the student in college? How many credit hours are they taking? What courses are they taking concurrently? How many hours are they working? What priority have they given to their psychology course? How many classes have they missed? How much time do they spend socializing or partying? Do the answers to these questions reveal a realistic work load? By reflecting on these issues, students are given the opportunity to rethink their commitment to a college education. Some may need to bear that it is okay for them to consider not going to college or okay at this time in their lives.

Realistic Increments for Improvement

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

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

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

Recommended Readings

GRADUATE SCHOOL FROM PAGE 25

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

Ok, so you get the point...

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

When narrowing down your choices of graduate programs, it is also important to consider the requirements of particular programs, and the academic climates advertised by them. Important things to consider include: course work requirements, funding opportunities, whether a program requires comprehensive examinations, teaching opportunities and/or requirements, along with many, many others. It is important to consider your academic strengths, and weaknesses, in choosing programs which will best serve your academic goals. I would be remiss if I also did not mention the consideration of cost. As private universities vastly differ in cost from state universities, a projection of tuition and living expenses may be a very important determinant in your decision.

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

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

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

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

References


UNDERGRAD FROM PAGE 24

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

Conclusion

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

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

References


Announcements

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

CALL FOR APPLICATIONS

The purpose of the International Association for Cross-Cultural Psychology (IACCP) is to promote and facilitate research in the areas of culture and psychology. The IACCP believes that it is important to encourage high quality intercultural research at the predoctoral level. Established in 1997, the Harry and Pola Triandis Doctoral Thesis Award is intended to honor and reward good research and to advance the early careers of dedicated researchers. Prizes include: $500, one-year membership in IACCP, free registration at the next IACCP biennial Congress, and free airfare to the Congress. The winner will be asked to give a presentation of his or her research at the congress. Criteria for submission: Your doctoral thesis must be relevant to the study of cross-cultural/cultural psychology, with particular emphasis important and emerging trends in the field; scholarly excellence, innovation and implications for theory and research; and methodological appropriateness. Doctoral theses eligible for an award must have been completed during the two calendar years ending on Dec. 31 of the year prior to the Congress year. Deadlines: For 2000 is Dec. 31, 1999; for 2001 is Dec. 31, 2001. Application Procedure: Please submit a 1500-word abstract of the doctoral thesis in English. The abstract must contain no information the identifies the applicant, thesis supervisor, or institution. The abstract must include complete details of theory, method, results, and implications for the field. The abstract must be submitted double spaced on paper and on a 3.5-inch computer disk using a common word processing file format. A letter from the thesis advisor certifying the university acceptance date of the thesis must be included. The application cover letter must include complete applicant contact information. Send application materials to: Mary Young, Deputy Secretary/Genera, IACCP, Dept. of Psych., Univ. of Ottawa, Centre for Psych. Services, 11 Marie Curie Drive, Ottawa, ON K1N 6N5 Canada; email: myoung@uottawa.ca

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

CALL FOR PRESENTATIONS

Presentations are invited for The 15th Annual Meeting of the international interorganizational, interdisciplinary Research/Study Team on Nonviolent Large Systems Change being held June 11-16, 2000 at the Asilomar Conference Center in Pacific Grove, California. Registration fee this meeting is free. A room with the meals included will cost about US$135 per day in a single and about US$80/person/day in a double. Please contact Betty Forbes at the Asilomar Conference Center at 408/377-8016 for reservations. Space will be very limited. You are also invited to make a presentation at The 30th Annual Information Exchange on “What Is New in Organizational Development and Human Resource Development” being planned for June 11-13, 2000 at the Asilomar Conference Center. Registration prior to January 15th is US$190 for members of The O.D. Institute and $250 for nonmembers. A room with three meals included is about US$135 in single and about US$80/person/day in a double. The 30th Annual Information Exchange will begin on Tuesday evening, June 13th with a community building trust-building exercise and end on Friday afternoon following The Awards Luncheon. The O.I. Institute Jack Gibb Award of $1,000 will be given for the best presentation by full time student not working full time. There will also be an O.D. Institute recognition award for the best presentation by a full time student who is also working full time. The O.I. Institute will give a $2,000 award for the most outstanding O.D. article of the year and an award for the most outstanding O.I. project of the year. We hope you can come and participate in this exciting event.

APS OBSERVER
American Psychological Society
November 1999
November 1999

**Meeting Calendar**

**November**

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

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

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

**December**

“New Frontiers in Drug-Dependence Prevention and Treatment in the 21st Century”
Montevideo, Uruguay
December 1-3, 1999
Contact: email: aboy@netgate.com.uy or funman@netgate.com.uy

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

**Tsukuba International Conference on Memory: Lifespan Memory Development**
Tsukuba, Japan
December 18-20, 2000
Contact: Peter Graf, University of British Columbia, Department of Psychology, Vancouver, BC, V6T 1Z4; tel.: (604) 822-6635; Fax: (604) 822-6923; email: pgraf@cortex.psych.ubc.ca; http://www.human.tsukuba.ac.jp/tic99/

**January 2000**

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

**February 2000**

**Conference On Parent Education**
Denton, Texas
February 17-19, 2000
Contact: Arminta Jacobson; jacobso@coefs.coe.unt.edu; http://www.unt.edu/cpe/

**March 2000**

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

**April 2000**

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

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

**February 2000**

**Society of Personality and Social Psychology**
Nashville, Tennessee
February 3-5, 2000
Contact Todd Heatherton, email: heatherton@dartmouth.edu; http://www.spsp.org

**Conferece on Parent Education**
Denton, Texas
February 17-19, 2000
Contact: Arminta Jacobson; jacobso@coefs.coe.unt.edu; http://www.unt.edu/cpe/

**April 2000**

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

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

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

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ALABAMA

Assistant Professor - AUBURN UNIVERSITY AT MONTGOMERY, ALABAMA: The Department of Psychology invites applications for tenure track positions. The successful candidates will contribute to our Master degree program in applied psychology and to our undergraduate program. Both programs have a basic process research approach (research, acquired behavior, biological basis of behavior, socio-cultural basis of behavior, and individual differences). We are considering these two positions to focus on one or more of the following areas: social psychology, social learning, biological psychology, and psychopharmacology. Candidates should send a letter of interest, an official transcript for all graduate work, a curriculum vitae, representative teaching evaluations and reprints of scholarly publications if available, and at least three letters of recommendation sent to us. Qualifications will begin on January 3, 2000, and continue until the positions are filled. Please send materials to Allen Hess, Ph.D., Department of Psychology Search Committee, Box 244092, Montgomery, AL 36124-4023. AUM is an EOE/AA Employer. AL1

TWO FACULTY POSITIONS: The Department of Psychology at the UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) invites applications for two tenure-track positions at the Assistant or Associate Professor level to begin September 1, 2000. The Psychology Department has 29 faculty and 45 secondary faculty, substantial research funding, and excellent facilities. We are seeking individuals with research interests that are relevant to our doctoral programs in Behavioral Neuroscience and Developmental Psychology. In Behavioral Neuroscience, specific area is open; research interests of current faculty include visual sensation and perception, sleep and dreaming, functional brain imaging, regulatory neurobiology, sensory physiology, nociception, autonomic and cardiovascular regulation, rehabilitation and plasticity, memory, and motor systems. In Developmental Psychology, applicants from all subareas will be considered, but we have a special interest in child and/or adolescent psychology, for example, developmental psychopathology, substance abuse, or other health-related issues. The applicant would become a member of an active and growing Developmental Psychology Program with research activities ranging from infancy through older adulthood, and research funding from an array of federal, state, and private agencies. In the past, joint appointments and transferable outside funds have allowed appointments at more senior levels and often across two or more departments and/or schools. Cross-program, cross-department, and cross-school collaboration is strongly encouraged at UAB, and collaborative opportunities are available within UAB's Clinical International Research Center (human development and developmental disabilities), the Center for Aging, the AIDS Center, the Vision Science Research Center, the Comprehensive Head Injury Center, the Center for Outcome Research and Education, the Dental School, the School of Public Health, and various departments within the University's internationally respected medical center. UAB is an Equal Opportunity/Affirmative Action Employer, and qualified minority candidates are encouraged to apply. Send letter of interest, vita, representative reprints, and at least three letters of recommendation to either Dr. Alan Randich, Chair, Behavioral Neuroscience, or Dr. Michael Windle, Chair, Developmental Search Committee, Department of Psychology, 413 Campbell Hall, University of Alabama, Tuscaloosa, AL 35487-0348. E-mail: mcfa@uab.edu. We would like to receive all application materials by November 5, 1999, but will continue to consider all applications until the positions are filled. AL2

Assistant Professor, Clinical Child Psychology: The Department of Psychology at THE UNIVERSITY OF ALABAMA has a tenure-track opening at the beginning assistant professor level starting August 16, 2000. Responsibilities include undergraduate and graduate teaching (two courses per semester), research supervision and development of a research program with the potential for external funding. Of particular interest are applicants with research interests in psychological science broadly construed. For example, candidates who adopt a biopsychosocial approach to health and illness, or who focus on biological models of abnormal behavior, and an APA approved psychology program. Applicants should have demonstrated potential to develop a program of research in Health Psychology or Biobehavioral approaches to Clinical Psychology broadly construed. For example, candidates who adopt a biopsychosocial approach to health and illness, or who focus on biological models of abnormal behavior, are encouraged to apply. Salary is competitive and dependent upon qualifications. Duties of this position include teaching undergraduate and graduate courses, mentoring the work of graduate students in the program, and developing a program of research. Please submit letter of application describing your research and teaching interests, a vita, reprints, and arrange for three letters of recommendation to be sent to Dr. Alex J. Zautra, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Box 871104, Arizona State University, Tempe, Arizona 85287-1004. Deadline for receipt of applications is December 1, 1999, or until position is filled. ASU is an Equal Opportunity/Affirmative Action Employer. Diversity among candidates is encouraged.

POSITION ANNOUNCEMENT ASSISTANT PROFESSOR (UNIVERSITY OF ARIZONA) The Department of Linguistics of the UNIVERSITY OF ARIZONA has an opening for an Assistant Professor, to start in the academic year 2000/2001. Preference will be given to applicants who are promise for excellence in undergraduate teaching, graduate training and research. Application materials should be submitted to the Chair, Department of Linguistics, University of Arizona, Tucson, AZ 85721-0045. E-mail: lingo@u.arizona.edu. See Subject Index and the index instructions on page 72.
program in the study of phonetics or the phonetics/phonology interface. Strength in any of the following areas will also be considered: American Indian Linguistics or Computational Linguistics or Morphology or Phonology. Candidates should submit a letter of application, three letters of reference and a curriculum vitae to the address below. Applications will be accepted beginning November 1, 1999 and will continue until position is filled. Ph.D. will be required at the time of appointment.

THE UNIVERSITY OF ARIZONA IS AN EEO/AA EMPLOYER -M/F/D/V SEARCH COMMITTEE. DEPARTMENT OF LINGUISTICS, UNIVERSITY OF ARIZONA, DOUGLAS HALL, TUCSON AZ 85721-0028 A3

ARKANSAS
CLINICAL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF ARKANSAS-FAYETTEVILLE invites applications for TWO tenure-track, Assistant Professor positions in our APA-accredited Clinical Psychology Ph.D. training program. We are especially interested in receiving applications from women and minorities. We are interested in applicants who have a strong commitment to scientist-practitioner graduate training. The successful applicants must have significant research accomplishments demonstrated by publications in peer-reviewed journals and the ability to establish and maintain productive, independent research programs that will be competitive for extramural funding. Areas of specialization are OPEN. However, current research and teaching needs include: (1) Child and adolescent psychology, including developmental, behavioral, and clinical aspects of children, adolescents, and their families; and, (2) cultural and individual differences. The successful applicants will also be expected to contribute to the program of the department by offering undergraduate and graduate courses in their areas of expertise and demonstrating broad competence for supervising clinical practice. Internal research grants are available from a major endowment to the department to serve as initial research support, to provide research assistantships, and seed money for extramural funding-seeking. Opportunities to affiliate with the Department's Center for Research on Aggression and Violence are also available and encouraged. Candidates should be graduates of an APA-accredited Ph.D. program and have completed an APA-accredited internship. Licenses to practice in Arkansas as a Psychologist within the first two years of residency is required for continued employment. Review of applications will begin on January 1 and will continue until the positions are filled. Starting date for the positions is August, 2000. Please send curriculum vitae; (pre)prints; statement of research, clinical, and teaching interests; and three letters of recommendation to Clinical Search Committee, Department of Psychology, Memorial Hall 216, Univ. of Arkansas, Fayetteville, AR 72701. The University of Arkansas is an Equal Opportunity/Affirmative Action Institution. A1

CALIFORNIA
CLAIREMONT MCKENNA COLLEGE: Clinical Psychologist Claremont McKenna College (CMC) invites applications for a tenure-track, Assistant Professor position to begin August 2000. The successful candidate will contribute to the Ph.D. training program in Clinical Psychology. Applications should include a cover letter, curriculum vitae, copies of publications, and three letters of recommendation to: Chair, Clinical Search Committee, Claremont McKenna College, Claremont, California 91711-6400. Claremont McKenna College is an Equal Opportunity/Affirmative Action Employer. A1

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

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

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

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

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

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

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

The University of Arizona is an EEO/AA employer -M/F/D/V


For application write to Dr. Nanc Adler, c/o Giovanna Fierudi, Health Psychology, UCSF, Bo 8444, San Francisco, CA 94143-0844. UCSF is an Equal Opportunity/affirmative Action Employer. Applications from women and minorities are encouraged. A3

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

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rate with qualifications and based on UC salary scales. Candidates should send curriculum vita, reprints, and names of three referees to: Developmental Search Committee, Department of Psychology, 3446 UCB, University of California, Irvine, CA 92697-3803. Applications must be complete by November 15, 1999. For additional information, send inquiries to smorris@uci.edu.

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

Child Research Psychologist

University of California, San Francisco: The Department of Psychiatry invites applications for an Assistant or Associate Professor in Residence position to begin on or after January 1, 2000. The position will be based at Langley Porter Psychiatric Institute, in the Division of Child and Adolescent Psychiatry. We seek a researcher with clinical and research expertise in severe mental disorders in children or adolescents to develop a clinical research program focused on children from our very ethnically diverse urban environment. We prefer a demonstrated track record in research focused on either Attention-Deficit/Hyperactivity Disorder (ADHD) or childhood-onset affective disorders as documented by research grants and publications in peer-reviewed journals. Requirements include a Ph.D. in Clinical Psychology from an APA-accredited program, or equivalent, a California psychology license or license eligibility, demonstrated skills for working in a multidisciplinary setting, and relevant teaching skills and experience. The person chosen will become a research mentor in the Psychology Training Program.

Applications for the position must be received by December 20, 1999, and include a curriculum vitae, selected reprints, and a letter describing the applicant's research program. The search committee will conduct interviews beginning in early 2000. Send applications to: Ricardo F. Muñoz, Ph.D., Search Committee Chair, c/o David Bell, Program Administrator, 401 Parnassus Avenue, Box CAS-0984, San Francisco, CA 94143-0984. Candidates must also arrange to have at least three letters of recommendation sent to the same address. The University of California is an Equal Opportunity Employer.
range to have three letters of recommen-
dation sent to the Chair, Postdoctoral Search Committee, School of Social Ecology, University of California, Irvine CA 92697-7743. Deadline for submission is January 15, 2000. Successful candidates must have a Ph.D. degree by the time of appointment, preferably by September 1, 2000. The University of California is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity. CA8

Postdoctoral Program in Drug Abuse Treatment and Services Research. Several traineeships in drug abuse treatment and services research are available in the Department of Psychiatry, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF), in an active, multidisciplinary research environment. Traineeships are for two year (or less) appointments beginning August 15, 2000. Trainees will work with a preceptor to design and implement studies on treatment of drug dependence, including inpatient and outpatient settings. Trainees also select a specific area of focus for independent research. Current research interests of faculty include trials of efficacy and effectiveness of psychosocial and pharmacologic treatments of drug abuse, including nicotine dependence, instrument development in drug abuse, diagnostic techniques, research on provision of services to drug-abusing populations, and treatment of complex patients in innovative settings. Stipends are funded by National Institute on Drug Abuse, Sharon Hall, Ph. D., Director; Rhoda Goldman School of Public Policy, 2607 Hearst Avenue, Berkeley, CA 94720-1061. The University of Southern California is an Equal Opportunity/Affirmative Action Employer. CA10

Funding opportunity Collaborative HIV prevention grant for scientists conducting HIV research with ethnic minority communities. Summer 2000, four scientists will receive mentoring and funds to develop and translate primary research into prevention research. Scientists spend six weeks of three summers at UCSF's Center for AIDS Prevention Studies and receive funding for their research projects. For more information write to: Professor Robert MacCoun, Faculty Search Committee, Goldman School of Public Policy, 2607 Hearst Avenue, Berkeley, CA 94720-7320. The deadline for submitting an application is January 1, 2000. All applications must be received by December 1, 1999. The University of California is an equal opportunity/affirmative action employer. CA12

Psychology: Three positions at CLAREMONT GRADUATE UNIVERSITY: (1) Social Psychology (tenure track), (2) Developmental Psychology (3-year renewable), and (3) Program Evaluation (3-year renewable), beginning Fall 2000. All positions are open to both junior and senior candidates with demonstrated research potential. Responsibilities include teaching and supervising graduate student research and student field experience. More information and application available at: www.cgu.edu/phs. Send vita and personal statement to Chair, Psychology Department, 123 E. Eighth Street, Claremont, CA 91711. CA13

UNIVERSITY OF SOUTHERN CALIFORNIA. The Department of Psychology anticipates three positions starting in Fall 2000, two at the assistant professor level and one at the full professor level. The senior level position can be in any area. One junior position is in Brain and Cognitive Sciences and the other is in Social Psychology. We are particularly interested in candidates who complement the existing strengths of the department in (1) Developmental Psychology, (2) Clinical Science, (3) Developmental, (4) Quantitative, and (5) Social Psychology. To learn more about our department, please visit our web page at http://www.usc.edu/dept/LAS/psychology. Junior candidates must have completed the Ph.D. and have demonstrated potential to develop an active research program. Desirable senior candidates will be intellectual leaders in the field. Closing date for applications is December 14, 1999. Send one representative reprints and a C.V., plus names and addresses of references (candidates for the junior position should have at least three letters of recommendation sent) to the proper Search Committee, Department of Psychology, University of Southern California, Los Angeles, CA 90089-1061. The University of Southern California is an Equal Opportunity/Affirmative Action Employer. CA14

Assistant Professor, Child Clinical Psychology. The Department of Psychology at the UNIVERSITY OF SAN DIEGO is inviting applications for an assistant professor position at the assistant professor level to begin in September, 2000. A completed Ph.D. in child clinical psychology from an accredited program and demonstrated training and experience working with children are required. In addition to courses in the cognitive-behavioral area, candidates will be expected to teach behavior disorders, childhood psychological assessment, methods of psychotherapy, and introductory psychology. The University of San Diego offers a stimulating environment and provides research experience for graduate students. CA15

ASSISTANT or ASSOCIATE PROFESSOR, INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY, SAN JOSE STATE UNIVERSITY. Tenure track position beginning Fall, 2000. Ph.D. in I/O psychology or closely related field; evidence of teaching excellence; demonstrated research potential in related priority areas; commitment to diversity; educational goals of a multicultural population. We seek an active scholar/teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one of the following areas is preferred: organizational development, organizational behavior, management, training, and personality assessment. Responsibilities include teaching and supervising undergraduate and graduate students. We are particularly interested in applicants with both teaching experience and one or more years of post-Ph.D. research experience. Candidates should send applications, names of four references, a current curriculum vitae, and a letter of interest indicating the applicant's area of primary research interest and taken from the seven areas above. Materials should be submitted to the Chair, Psychology Department, San Diego State University, 5998 Alcala Park, San Diego, CA 92110-2492. The University of San Diego is an Affirmative Action/Equal Opportunity Employer. CA15

APS OBSERVER

November 15
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD—Psychology Position Announcement California State University, Bakersfield (CSUB) invites applications for a tenure-track Assistant Professor with primary area in social psychology and secondary areas in cognitive psychology and research methodology beginning September 1, 2000. Salary and benefits are competitive and commensurate with experience and qualifications. The successful candidate is expected to teach undergraduate and graduate courses in social psychology and undergraduate courses in both secondary areas; all these courses are laboratory-based. Expertise with distance learning and web-based courses is especially desired. The new faculty member will be expected to initiate and maintain an active research program; involvement of undergraduate students in research is highly desirable. Qualifications: (1) earned doctorate (or ABD, preferably with completion by 01/01/2000) in social psychology, cognitive psychology, and/or related fields; (2) effective teaching, especially in social psychology; and cognitive psychology; (3) completed research in social psychology or cognitive psychology; (4) collaborative work with faculty; (5) commitment to diversity; and (6) evidence of ability to supervise research. CSUB is an equal opportunity/affirmative action employer and campus of The University of the State of California, an affirmative action employer. CSUB is committed to educational excellence and diversity in its faculty, staff, and student body and encourages applications from ethnic minority candidates. Special Instruction: Send letter of application, curriculum vitae, evidence of teaching ability, evidence of scholarly productivity, and evidence of research productivity to: Chair, Search Committee The University of the State of California, CSUB, 900 Stockdale Highway, Bakersfield, CA 93311-1099. Review of completed applications will begin November 1, 1999. CSUB is an Equal Opportunity/Affirmative Action Title IX Employer. CSUB fosters and maintains an environment that was created and maintained facilities, support and encourage diversity among faculty, students, and administrative staff, Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

ASSISTANT PROFESSOR. The Psychology Department at CALIFORNIA STATE UNIVERSITY, CHICO seeks applications for a tenure-track faculty position in LEARNING AND COGNITION starting August 2000. Teaching assignments primarily in animal and human learning and memory in an animal laboratory; may include undergraduate/graduate courses in research design and experimental psychology. Teaching assignment is based on the individual's background and the needs of the department. Additional duties: laboratorian, research and grant proposal; participate in department, university and community service. Minimal Qualifications: Ph.D. in Psychology or related field; and experience in teaching, research and scholarship. Starting salary range is $34,400-$49,488 with benefits. CSU is an affirmative action/ equal opportunity employer. Women and Minorities are encouraged to apply. To ensure consideration, applications should be received by October 15, 2000. These positions will remain open until filled.

November 1999
University of Denver, Denver, CO 80208-0204. Receipt of materials is highly desirable by January 15, 2000. The University of Denver is an Equal Opportunity Employer.

CO1

CHAIR, PSYCHOLOGY DEPARTMENT, UNIVERSITY OF COLORADO AT DENVER We are seeking applications for the department chair position who possesses strong administrative and leadership skills, has a commitment to quality undergraduate and graduate education, and who will serve as a forceful visionary spokesperson for the department. Administrative and leadership experience required, with experience as a department chair highly desired. Candidates must hold the Ph.D. degree in any area of specialization of psychology. The successful candidate will have a distinguished record of research productivity, a history of funding as well as evidence of distinguished teaching. A successful candidate will bring creative approaches to areas such as experimental development, faculty mentoring, and budget management. Salary range is $85,000-$90,000, plus summer salary. Candidates should submit a curriculum vita and the names and addresses of at least four references to the current department chair, Rick M. Gardner, Department of Psychology, University of Colorado at Denver, Room 151, Campus Box 173364, Denver, CO 80210-3364 (Office: 303-556-3831; FAX: 303-556-3529; e-mail: rmgardner@carbon.colorado.edu). Consideration of applications will begin December 1 and will continue until the position is filled. The University of Colorado at Denver is an urban university with approximately 18,000 students. The department consists of 11 full-time faculty with strong records and interests in research and teaching. Undergraduate programs consist of the Psychology Major and the BS with an emphasis on behavioral neuroscience. Graduate programs include the M.A. in industrial-clinical psychology and the Ph.D. in clinical psychology. Information about the university and the department can be found at www.colorado.edu. The University of Colorado is an equal opportunity employer committed to excellence through inclusiveness. The Colorado Open Records Act (C.R.S. 24-72-204) requires transparency and confidentiality at the time of application. Applications without such a request may be open records and may be disclosed.

CO2

METROPOLITAN STATE COLLEGE OF DENVER invites applications for a tenure-track assistant professor in Experimental Psychology. The successful candidate will teach undergraduate courses including social psychology, research methods, and introductory psychology; to engage in appropriate professional activities; to perform college and community service. Minimum qualifications include Ph.D. in psychology. The successful candidate will demonstrate effectiveness in teaching the above and related courses, associated professional experience with published research in psychology journals. Applicants should send letter addressing above qualifications; current vitae; evidence of successful teaching including course syllabi, student evaluations, peer evaluations of instruction if available; publications and description of scholarly activities; three letters of recommendation; copies of all graduate and undergraduate transcripts. Send to Dr. Ellen Susman, MSCD Department of Psychology, Campus Box 54, P.O. Box 173562, Denver, CO 80217-3362. Application review will begin January 1, 2000. The University of Denver is an Equal Opportunity/Affirmative Action employer.

CO3

ASSISTANT PROFESSOR CLINICAL PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY expects to make an appointment in the area of Clinical Psychology starting in July 2000. Assistant Professor in clinical psychology effective July 1, 2000. Applications representing any area of specialization are welcome. Appointments will be made on the basis of demonstrated excellence in research and will be expected to provide high-quality teaching at both undergraduate and graduate levels. Applicants should send a letter of application, a curriculum vita, and three letters of recommendation. Applications reviewed will begin December 1 and will continue until the position is filled. Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority groups are encouraged.

CONNECTICUT

ASSISTANT PROFESSOR CLINICAL PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY is accepting applications for a non-tenured position. Assistant Professor in clinical psychology starting in July 2000. The Department of Psychology at Yale University is seeking a doctoral-level researcher to conduct community-based research with pregnant women with/ at risk for HIV and other sexually transmitted diseases. The successful candidate will have demonstrated the ability to design and conduct research that provides an opportunity to join an active research team in on-going research as well as development of an independent research program. Responsibilities include: implement/manage newly-funded intervention study with pregnant adolescents; oversee data management for on-going study; data analyses; publication; and manuscript writing. Experience required: creation/management of large data sets; expertise using SPSS for multivariate analyses; project management experience preferred. Please submit: letter of interest, curriculum vita, pre-reprints or Dr. Jeanette Neeland, Chair, Cognitive Search Committee, Psychology Department, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT. 06520-8205. Competitive salary & full benefits. Women and minorities encouraged to apply.

CT1

YALE UNIVERSITY—ASSOCIATE RESEARCH SCIENTIST: YALE UNIVERSITY is seeking a visiting assistant professorship to conduct a research project in psychology in collaboration with Yale's Department of Psychology. This is a full-time, one-year position that will begin July 1, 1999. The ideal candidate will have a Ph.D. in psychology with post-doctoral training in research on the effects of pharmacological treatments on cognitive functioning in older adults. Experience in a research lab is required. The candidate will be expected to develop an independent research program. In addition, the candidate will be expected to participate in the existing research program at Yale University. The successful candidate will be expected to publish in high quality journals and to participate in the departmental program of research. In addition, the successful candidate will be expected to present at professional and departmental meetings. The salary is $20,000. The Search Committee will begin reviewing applications on February 1, 1999. Applications must be received by April 1, 1999.

CT2

COGNITIVE PSYCHOLOGY: The Department of Psychology at Yale University is open to applications for a non-tenured position beginning in July 1999. The successful candidate will develop an active research program in this area. The department is especially interested in applicants whose research will complement the existing strengths in the department. Responsibilities include teaching the above and related courses, associated professional experience with published research in psychology journals. Applicants should send letter addressing above qualifications; current vitae; evidence of successful teaching including course syllabi, student evaluations, peer evaluations of instruction if available; publications and description of scholarly activities; three letters of recommendation; copies of all graduate and undergraduate transcripts. Send to Dr. Ellen Susman, MSCD Department of Psychology, Campus Box 54, P.O. Box 173562, Denver, CO 80217-3362. Application review will begin January 1, 2000. The University of Denver is an Equal Opportunity/Affirmative Action employer.

CT4

ASSOCIATE PROFESSOR CLINICAL PSYCHOLOGY: The Department of Psychology at Yale University seeks candidates with clinical psychology experience for tenure-track positions. The successful candidate will develop an active research program as well as interact with current psychology faculty and participate in interdisciplinary research and training opportunities. The successful candidate will be expected to provide high-quality teaching at both undergraduate and graduate levels. Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority group members are encouraged. Applicants should send letter addressing above qualifications; current vitae; and one copy of selected publications. Applicants to the non-tenured positions should send letter addressing above qualifications; current vitae; and one copy of selected publications. For complete description see September Observer or our home page at www.psych.yale.edu. Contact: Chair, Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. Applications must receive by December 1, 1999.

CT3

BEHAVIORAL NEUROSCIENCE: The Department of Psychology at Yale University announces searches for new faculty members in Behavioral Neuroscience. Preference will be given to candidates whose interests would complement the Department's existing focus on learning and memory, or would provide in-depth knowledge and expertise in other areas of behavioral neuroscience. The successful candidate will have established a successful line of research in an area of specialization with the ability to develop an active research program. In addition, the successful candidate will be expected to participate in the existing research program at Yale University. The successful candidate will be expected to publish in high quality journals and to present research at professional meetings. For complete description see September Observer or our home page at www.psych.yale.edu. Contact: Chair, Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. Applications must receive by December 1, 1999.

UNIVERSITY OF NORTH FLORIDA

FLORIDA

Assistant Professor, Adult Clinical Psychology. UNIVERSITY OF MIAMI seeks Ph.D. graduate of APA-approved clinical psychology program with research experience for tenure-track position. For complete description see September Observer or our home page at www.psych.miami.edu. Contact: Chair, Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33141.

FL2

Assistant Professor, Child Psychology. UNIVERSITY OF MIAMI seeks Ph.D. in psychology with research/teaching experience for tenure-track position. For complete description see September Observer or our home page at www.psych.miami.edu. Contact: Chair, Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33141.

FL3

Mid-Level Faculty Position Health Psychology/Psycho-Oncology. UNIVERSITY OF MIAMI Dept of Psychology and Sylves Comprehensive Cancer Center seeks a Ph.D. in psychology with research teaching and extramural funding. Experience for tenured-track position. For complete description see September Observer or our home page at www.psych.miami.edu. Contact: Health Search, UM Psychology, P.O. Box 248185, Coral Gables, FL 33141.

CTY

UNIVERSITY OF NORTH FLORIDA

The Department of Psychology invites applications for a tenured position for someone in Clinical Psychology. Undergraduate programs in psychology include an emphasis on diversity, evidence of distinguished teaching. The successful candidate should have a strong interest in national recognition, and an active program of research. The University of Denver is an equal opportunity employer and applications from women and minority group members are especially welcome. Candidates should have a Ph.D. in psychology. The successful candidate will be expected to establish a research program involving undergraduates and Masters level students and building potential for national recognition. Candidates should also have a strong interest in teaching, especially at the upper division level.
Miami Beach Beckons...

Call For Submissions

American Psychological Society
12th Annual Convention
June 8-11, 2000
Fontainebleau Hilton Resort & Towers

Submissions must be postmarked no later than January 14, 2000
On June 8-11, 2000, APS holds its 12th Annual Convention in Miami Beach, Florida. The exciting convention program is of interest to all APS members, striking a balance between specialty topics and integrative themes. Information on how to submit a proposal and register for the convention is presented in the following pages.

A Few Featured Speakers

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

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

Presidential Symposium—The Psychology of Eating
Chair: Elizabeth D. Capaldi, University of Florida

Linda Bartoshek, Yale University, Listening to Patients: What Experiments of Nature Can Tell Us About Taste
Elizabeth D. Capaldi, University of Florida, Eating is a Habit
Peter Herman, University of Toronto, Dieting and Eating Disorders: What the Research Has and Hasn't Told Us
Paul Rozin, University of Pennsylvania, Thinking About Food, Enjoying Food, and Worrying About Food: A Socio-cultural Perspective
Steve Woods, University of Cincinnati Medical Center, The Psychobiology of Eating

Program Highlights

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

Hot Topics! Hot Topics allow researchers to present their “hottest” research findings and ideas. They are 15-minute individual oral presentations scheduled during the morning, area-specific portion of the meeting program followed by 3-minute periods for questions and comments from the audience. The Hot Topic presentations will be organized into sessions based on common research themes. Submissions not accepted as Hot Topics will automatically be considered for presentation as posters.

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

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

Dates To Remember...
Submissions Deadline is January 14, 2000
Registration Deadline is April 28, 2000
Hotel Cut-off date is April 28, 2000

SPECIAL HOTEL RATES
At APS, we continue to make affordable meetings our priority. This year we are able to offer an incredible discounted hotel room rate at the Fontainebleau Hilton Resort & Towers of $126 plus tax single or double occupancy (see page 15).
THE SEVENTH ANNUAL APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY

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

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

Douglas Bernstein
Teaching Institute Chair

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

THIRD ANNUAL TEXTBOOK WORKSHOP

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

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

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

AMERICAN PSYCHOLOGICAL SOCIETY STUDENT CAUCUS (APSSC)

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

- Student Research Competition
- RSE-UP Awards
- Student Travel Awards

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

Who is eligible? You must be both:
- A graduate or undergraduate student affiliate member of APS.
- A first author on an APS submission.

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

The RSE-UP (Research on Socially and Economically Underrepresented Populations) Committee offers cash awards and hosts a special symposium highlighting research on the unique issues faced by socially and economically underrepresented populations. Student submissions will be considered for the RSE-UP symposium based on content and will be selected from the Student Research Competition entries (box on page 9). To assist the selection committee, please indicate your status as either graduate or undergraduate student when submitting for either research award and submit an extra copy of your proposal and stamped envelope.

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

For more information, please contact Dan Richard at: fdrskr@earthlink.net
January 14 Deadline for Submission

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

Proposal Review and Selection

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

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

Submitter Responsibilities

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

Presentation Format Descriptions

Hot Topic: Individual speakers make a 15-minute oral presentation on their current research or any scholarly topic they determine to be exciting. The presentation is followed by a 5-minute period of questions and comments from the audience. Only slide and overhead projectors will be available for a Hot Topic presentation.

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

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

Multispecialty Symposium: APS strongly encourages symposia in which psychologists from a variety of specialties (e.g., social, cognitive, industrial) address a single topic such as eating or violent behavior for example. A symposium of this type helps to integrate psychology as a discipline. Proposals for multispecialty symposia should follow the format for other symposia. Organizers are welcome to seek advice from the Program Committee Chair. (Total session time is 80 minutes.) Poster: Posters offer the opportunity to present data and have serious discussions with interested colleagues. Authors present their papers in a visual medium with key excerpts from the papers displayed on one side of a 4’ high x 8’ wide standing corkboard. The audience circulates among the posters, stopping to discuss papers of particular interest. Papers submitted for poster presentation should represent completed work (do not submit a proposal if the data are still pending), and posters that discuss new scientific findings are especially encouraged. Where possible, the poster title should indicate the important result (e.g., lesions of frontal cortex disrupt divided attention) rather than the experimental question (e.g., frontal cortex and divided attention). Presenters are required to bring copies of their posters to the meeting. No audio visual equipment will be provided.

Proposal Status Notification

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

Program Participant Registration Policy

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

RULES FOR PARTICIPATION

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

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

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

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

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

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

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

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

Symposium: In addition to the Proposal Cover Sheet, Participant Information Sheet, computer diskette (see “Preparing the Computer Diskette” on this page), printout of the computer file, and two self-addressed, stamped envelopes, submitters should include one single-spaced page summarizing the entire symposium (including the amount of time allotted to each speaker, the discussant and general discussion) and one-page, single-spaced summaries of each individual presentation.

Multispecialty Symposium: (see Symposium)

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

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

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

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

Questions? Call the APS Convention Department at 202-783-2077
or
Visit the APS Website, www.psychologicalscience.org
PROPOSAL COVER SHEET
2000 CONVENTION OF THE AMERICAN PSYCHOLOGICAL SOCIETY

Submitter Name: ________________________________________________
APS Membership ID Number: _____________________________________
Mailing Address: ________________________________________________

Phone: __________________________ Fax: ____________________________
Email: __________________________

Proposal Title (12 words or fewer):

_________________________________________________________________

Format (check only one):
☐ Hot Topic (page 7) ☐ Symposium (page 8) ☐ Multispecialty Symposium (page 8)
☐ Poster (page 9) ☐ Address with Commentators (page 8)

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

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

_________________________________________________________________

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

☐ Please send me a student travel award application.

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

for the APSSC awards.

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

American Psychological Society 12th Annual Convention
2000 PARTICIPANT INFORMATION: Hot Topic
(To be printed in convention program)

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

TITLE (12 words or fewer):

PRESENTER (Only one presenter per Hot Topic.):

(name)__________________________
(affiliation)______________________
(mailing address)_________________

AUTHOR #2 (name, affiliation):

AUTHOR #3 (name, affiliation):

AUTHOR #4 (name, affiliation):

AUTHOR #5 (name, affiliation):

ABSTRACT (50 words or fewer):

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

Additional subject codes will not be included in the program.

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

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

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

TITLE (12 words or fewer):

____________________________________________________________________________________

CHAIR/MODERATOR (name, affiliation, and full mailing address):

____________________________________________________________________________________

____________________________________________________________________________________

APS APS
Member Affiliate Nonmember

☐ ☐ ☐

SPEAKER #1 (name, affiliation):

____________________________________________________________________________________

SPEAKER #2 (name, affiliation):

____________________________________________________________________________________

SPEAKER #3 (name, affiliation):

____________________________________________________________________________________

SPEAKER #4 (name, affiliation):

____________________________________________________________________________________

DISCUSSANT (name, affiliation):

____________________________________________________________________________________

ABSTRACT (50 words or fewer):

____________________________________________________________________________________

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

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

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

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

**TITLE** (12 words or fewer):

---

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

---

**AUTHOR #2** (name, affiliation):

---

**AUTHOR #3** (name, affiliation):

---

**AUTHOR #4** (name, affiliation):

---

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

**ABSTRACT** (50 words or fewer):

---

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

--- Additional subject codes will not be included in the program.

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

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

☐ Graduate Student ☐ Undergraduate Student

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

---

Printed Name: ____________________________

Signature: ____________________________
Computer Diskette Preparation: Samples

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

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

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

SAMPLES

<table>
<thead>
<tr>
<th>Hot Topic</th>
<th>Address with Commentators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charting the Conversational Territory of Cognitive[SRt] Development[HRt]</td>
<td>Charting the Conversational Territory of Cognitive[SRt] Development[HRt]</td>
</tr>
<tr>
<td>Presenter: Marie Englehart, University of California-Los Angeles[SRt][HRt]</td>
<td>Chair: Sebastian Saltvar, University of California-Los Angeles[SRt][HRt]</td>
</tr>
<tr>
<td>This paper challenges the interpretation that performance[SRt] on cognitive tasks often reflects a conceptual deficit using[SRt] illustrations from research of theories of mind and number.[SRt] Children's understanding is seen to be more comprehensively[SRt] revealed in settings where they share the intended[SRt] conversational implications and the physical territory to which[SRt] questions refer.[HRt] (03)[HRt]</td>
<td>Speaker: David Sears, University of Queensland[HRt] This paper challenges the interpretation that performance[SRt] on cognitive tasks often reflects a conceptual deficit using[SRt] illustrations from research of theories of mind and number.[SRt] Children's understanding is seen to be more comprehensively[SRt] revealed in settings where they share the intended[SRt] conversational implications and the physical territory to which[SRt] questions refer.[HRt] (03)[HRt]</td>
</tr>
<tr>
<td>Co-Authors:[HRt] Rhonda Scharlott, University of California-San Diego[HRt]</td>
<td>Commentators:[HRt] John Stevens, University of California-San Diego[HRt]</td>
</tr>
<tr>
<td>Brian Antonelli, University of California-Los Angeles[HRt]</td>
<td>Melissa Beck, University of California-Los Angeles[HRt]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poster</th>
<th>Symposium/Multispecialty Symposium</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEATHAM, Robert: University of Southern California[SRt]</td>
<td>Teaching Critical Thinking Skills[HRt]</td>
</tr>
<tr>
<td>PETERSEN, August S., THOMAS, Robert, and BEITEL, Anne[SRt][HRt]</td>
<td>Chair: Michael Whosel, North Carolina Central University[HRt]</td>
</tr>
<tr>
<td>(University of California-Santa Cruz)[HRt]</td>
<td>This symposium presents strategies for teaching critical[SRt] thinking to undergraduates. We present a five step approach[SRt] to critical thinking, several interactive demonstrations that[SRt] challenge students to evaluate material, and strategies for[SRt] assessing the effectiveness of our teaching.[HRt] (02)[HRt]</td>
</tr>
<tr>
<td>Perceptions of Joking Insults: Indications of Positive[SRt] Relationships but Negative Individuals[HRt]</td>
<td>Presenters:[HRt] Kevin Cheatham, California State University-San Bernardino[HRt]</td>
</tr>
<tr>
<td>The social consequences of joking insults were investigated.[SRt]</td>
<td>Carl Boone, University of Illinois-Urbana[HRt]</td>
</tr>
<tr>
<td>Subjects read transcripts of fictitious dyadic conversations and[SRt] rated the relationship of the dyad and the personal characteristics[SRt] of its members. Regardless of gender, dyads making joking insults[SRt] elicited the judgments of positive relationships but negative[SRt] individuals. [HRt] (08)[HRt]</td>
<td>Classroom Exercises to Promote Critical Thinking[HRt]</td>
</tr>
<tr>
<td>[HRt]</td>
<td>Randall Fusey, North Carolina State University[HRt]</td>
</tr>
<tr>
<td>[HRt]</td>
<td>Seeking Parsimonious Explanations of Supposedly Psychic[SRt] Phenomena[HRt]</td>
</tr>
<tr>
<td>[HRt]</td>
<td>Discussant: Susan Emerson, Davidson College[HRt]</td>
</tr>
</tbody>
</table>
On June 8, 2000, APS will hold its 7th Annual Teaching Institute in conjunction with the APS Convention in Miami Beach, Florida. This one-day event is open to teachers of psychology at two- and four-year colleges, universities and high schools, graduate students, and other individuals with an interest in teaching.

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

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

**Call for Poster and Participant Idea Exchange Topics**

**Submission Instructions**

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

**Posters**

Posters should focus on methods for teaching psychology, such as particularly effective or innovative courses or course organizations, strategies (including demonstrations) for promoting active learning, ways of integrating course material, helpful use of technology, and the like. Poster presentations should incorporate illustrative materials such as tables, graphs, photographs, and large-print text, and materials should be clearly readable from a distance of 3-4 feet. No audiovisual equipment will be provided, but a 4' high x 8' wide freestanding bulletin board will provide display space for your presentation. Poster presentations will be led by the person who proposed the topic. Participants may select tables at will and join or leave each table as they wish.

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

**Task Files**

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

**Participiant Idea Exchange**

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

No audiovisual equipment will be provided.

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

**Computer Diskette**

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SEVENTH ANNUAL APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY

PROPOSAL COVER SHEET

Submitter Name: ___________________________ ___________  Mr.  Ms.  Dr.

Affiliation: __________________________________________________________________________

Mailing Address: _______________________________________________________________________

Phone: ________________________________________________________________________________

Fax: __________________________________________________________________________________

Email: ________________________________________________________________________________

Proposal Title (12 words or fewer): __________________________________________________________

Format (check only one):

☐ Participant Idea Exchange

☐ Poster

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

Registration Policy

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

Please submit APS convention proposals under separate cover.

Enclosure Checklist: ☐ Teaching Institute Proposal Cover Sheet (2 copies)

☐ One-page proposal summary (2 copies)

☐ Self-addressed, stamped envelopes (2)

☐ Computer diskette

(see instructions on page 11)

☐ Printout of the computer file on plain white paper

☐ Postmarked by January 14, 2000

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

American Psychological Society 12th Annual Convention
Wait! There’s More . . .

SPECIAL RATES FOR REGISTRATION AND HOTEL

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

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

TRAVEL

TRAVELING BY PLANE

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

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

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

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

TRAVELING BY CAR

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

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

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

TRAVELING BY TRAIN

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

For further information on Miami Beach, the Miami Convention and Visitors Association phone number is 305-539-3000.
# American Psychological Society
## Advance Registration Form
### 12th Annual Convention
**June 8-11, 2000**
**Fontainebleau Hilton Resort & Towers**

**REGISTRATION FEES** ("Early Bird" refers to postmarked or faxed by 4/5/00. Those interested in signing up for the Teaching Institute are advised to register early as enrollment is limited.)

<table>
<thead>
<tr>
<th></th>
<th>Early Bird</th>
<th>On-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS Teaching Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APS Member, Fellow, First-year PhD</td>
<td>$60</td>
<td>$75</td>
</tr>
<tr>
<td>APS Student Affiliate</td>
<td>$35</td>
<td>$50</td>
</tr>
<tr>
<td>Nonmember of APS</td>
<td>$90</td>
<td>$105</td>
</tr>
<tr>
<td>APS Convention Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APS Member, Fellow, First-year PhD</td>
<td>$95</td>
<td>$110</td>
</tr>
<tr>
<td>APS Student Affiliate</td>
<td>$65</td>
<td>$80</td>
</tr>
<tr>
<td>Nonmember of APS</td>
<td>$145</td>
<td>$160</td>
</tr>
<tr>
<td>Dependent/Significant Other</td>
<td>$30</td>
<td>$35</td>
</tr>
</tbody>
</table>

(Dependents/significant others may not be psychology students nor psychology professionals; list name for badge below—do not use a separate form; appropriate fee must be paid for each individual.) Please note, children under 16 are not required to pay the dependent fee when accompanied by a registered adult.

<table>
<thead>
<tr>
<th></th>
<th>Early Bird</th>
<th>On-Time</th>
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<tbody>
<tr>
<td>APS Convention AND Teaching Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APS Member, Fellow, First-year PhD</td>
<td>$125</td>
<td>$140</td>
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<td>APS Student Affiliate</td>
<td>$80</td>
<td>$95</td>
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<tr>
<td>Nonmember of APS</td>
<td>$195</td>
<td>$210</td>
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</tbody>
</table>

**Special Workshop:** (Registration is limited; combination discounts not applicable)

**Writing Psychology Textbooks:**
A Nuts and Bolts Workshop for Prospective Authors
Sunday, June 11, 2000
9AM-3PM

**TOTAL AMOUNT OF REGISTRATION FEES** $430.02

**TOTAL AMOUNT OF MEMBERSHIP DUES**

**VOLUNTARY CONTRIBUTION:**
To help keep convention costs affordable, I would like to contribute: $140.02

**TOTAL AMOUNT OWED** $440.04

(Refunds must be requested in writing prior to May 5, 2000; no refunds will be made after that date.)

Checks and money orders should be made payable to the American Psychological Society in US dollars only. You may pay via credit card by completing the section below.

**3 Ways to Register!**
- **MAIL** to APS 2000 Convention, P.O. Box 90457, Washington, DC 20090-0457.
- **FAX** to 202-783-2083 (credit card registrations ONLY) Avoid duplicate billing—do NOT mail hard copy if you registered via FAX/Website.
- **WEBSITE:** www.psychologicalscience.org (credit card registrations ONLY) Avoid duplicate billing—do NOT mail/fax hard copy if you registered via website.
AMERICAN PSYCHOLOGICAL SOCIETY
CONVENTION HOUSING FORM

12TH ANNUAL CONVENTION
JUNE 8-11, 2000
FONTAINEBLEAU HILTON RESORT & TOWERS

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

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

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

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

GUEST INFORMATION

Name: 

Last
First
MI

Mailing Address:

City State Zip code/Postal Code Country (if not USA)

Telephone (day): ___________________________ Telephone (evening): ___________________________

Room Type:  Q Single (1 Person)  Q Double (2 People/1 Bed)  Q Double (2 People/2 Beds)  Q Triple (3 People/2 beds)  Q Quad (4 People/2 Beds)

Single and double rooms are guaranteed at $126 plus tax per night. There is an additional $25 charge per person for Triple and Quadruple rooms. Rooms containing two beds cannot accommodate cots or roll-away beds.

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

Last
First
MI

Last
First
MI

Last
First
MI

Special Request:  Q Smoking  Q Non-smoking  Q Handicapped Accessible  Q Other: ___________________________

ARRIVAL/DEPARTURE INFORMATION

Arrival: ___________________________ (Check-in time: 3PM)

Day 
Date 
Time 

Departure: ___________________________ (Check-out time: 11AM)

Day 
Date 

DEPOSIT INFORMATION

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

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

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

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

Credit Card Number ___________________________ Expiration Date ___________________________

Print name as it appears on card ___________________________ Signature (required) ___________________________

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

Please make sure all information is completed before sending this form DIRECTLY to the Fontainebleau Hilton Resort & Towers.
CALL FOR SUBMISSIONS
AMERICAN PSYCHOLOGICAL SOCIETY

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

7th Annual Institute on
The Teaching of Psychology
June 8, 2000

Miami Beach, Florida

Check the APS Website for further information on the
12th Annual Convention
of the American Psychological Society
http://www.psychologica/science.org

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

For more information on programmatic issues or to seek advice on your submission, contact:
Randall Engle, Program Committee Chair, Georgia Institute of Technology
tel.: 404-894-2680, fax: 404-894-8905, email: re23@prism.gatech.edu

For administrative questions, contact:
Erika Davis, Meetings Manager, American Psychological Society
tel.: 202-783-2077, ext. 3015, email: edavis@aps.washington.dc.us

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

CALL FOR SUBMISSIONS
ENCLOSED
graduate level, and be able to teach graduate and undergraduate courses in their area of specialization. The typical teaching load at the University of North Florida is three classes per semester. Informal assignments, research, the University and the Department of Psychology may be found on the internet at www.unf.edu. The deadline for complete applications is December 15, 1999. The faculty application package should include a letter of application emphasizing teaching and research interests and experience, curriculum vitae, and three letters of recommendation. All materials should be sent to: Barbara Bunch, Chair of the Search Committee, Department of Psychology, University of North Florida, 4567 St. Johns Bluff Road, South, Jacksonville, FL 32224-2673. The University of North Florida is an equal opportunity/affirmative action employer. FL4

GEORGIA

EMORY UNIVERSITY, Program in Cognition and Development, anticipates appointing a tenure-track assistant professor in the area of cognitive development. A tenured appointment may be made in exceptional cases. Graduate training in relevant research areas of particular interest include the development of cognition and emotion, language or perceptual cognition. Candidates with a background in cognitive neuroscience, cognitive science or computational modeling are especially welcome. Applicants must have a Ph.D. and show evidence of an active research program and teaching experience. The position entails undergraduate and graduate teaching as well as participation in a strong and active graduate program in the Department. Full faculty members are expected to carry out a program of study aimed at a critical mass of full-time faculty within the Department of Psychology. Required to develop and maintain an active research program. Send vita, (pre)prints and three letters of reference to: Chair, Cognition and Development Search Committee, Department of Psychology, Emory University, Atlanta, GA 30322. We will begin reviewing applications Dec. 1, 1999. Women and minorities are especially encouraged to apply. Emory is an equal opportunity/affirmative action employer. GA1

GEORGIA STATE UNIVERSITY, founded in 1913, is the second largest of Georgia's 86 accredited institutions of higher education. Georgia State University is located in downtown Atlanta and has a 28 acre campus with 32 buildings. It is a metropolitan, comprehensive teaching and research university of 24,307 students. The college of education has 147 full-time faculty and an enrollment of 3,600 graduate and undergraduate students. Applications are invited for the following position: SCHOOL PSYCHOLOGIST. Tenure Track Assistant Professor. Primary Duties: Teach courses in school psychology core including assessment, consultation and school based interventions, additional courses may be required in areas of specific interest to the applicant. Additional responsibilities include collaboration with colleagues in psychology, education, and related fields. Applications must be completed by date of appointment. Georgia State University is an Equal Opportunity/Affirmative Action Employer under law. GA2

FACULTY POSITION DEVELOPMENTAL PSYCHOLOGY AT UNIVERSITY OF GA, a competitive research university, invites applications for a faculty position in developmental psychology, beginning in August 2000. The University of Georgia, a state-university, is one of the leading universities in the southeastern United States, and is distinguished by its excellence in research and teaching. In addition to being a top university in the state, the College of Education at the University of Georgia has a large research program and several centers. The Department of Psychology, University of Georgia, Athens, GA 30602. Send vita, (pre)prints and three letters of reference in confidentaility to: Dr. E. K. Hall, Department of Psychology, University of Georgia, Athens, GA 30602. The University of Georgia is an Equal Opportunity/Affirmative Action Employer. GA4

ASSISTANT PROFESSOR - DEVELOPMENTAL PSYCHOLOGY: Qualifications include an earned doctorate; demonstrated effectiveness in undergraduate teaching and applied research; strong interpersonal skills; research involving undergraduate students; and research experience as an assistant professor. Send vita, statement of research interests, and three letters of reference to: Dr. J. R. Hall, Department of Psychology, University of Georgia, Athens, GA 30602. The University of Georgia is an Equal Opportunity/Affirmative Action Employer. GA3

HAWAII

ASSISTANT PROFESSOR IN PSYCHOLOGY THE UNIVERSITY OF HAWAII AT MANOA is recruiting for a 9-month Assistant Professor to begin August 1, 2000. Position No. 82629, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Duties: To teach course in physiological psychology at the undergraduate level. Applicants must have a Ph.D. in psychology or related field. Experience in teaching research methods and statistics is preferred. Assistant Professor, Department of Psychology, The University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Inquiries: (808) 956-8144. Closing Date: December 31, 1999. The University of Hawaii is an Affirmative Action/Equal Opportunity Employer. Women, members of minority groups, veterans, and persons with disabilities are encouraged to apply. III

ASSISTANT PROFESSOR IN BEHAVIORAL NEUROSCIENCE. The University of Hawaii at Manoa, Department of Psychology, is recruiting for a nine-month, tenure-track Assistant Professor in Behavioral Neuroscience, position no. 82629, Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Duties: To teach graduate course in physiological psychology and undergraduate and/or graduate courses or seminars in psychopharmacology as well as conducting an active research program in that area. The College is committed to excellence teaching: we favor candidates who work collaboratively and who can contribute to multidisciplinary endeavors. Minimum Qualifications: Ph.D. in psychology or behavioral neuroscience, with experience in research experience or academic coursework in psychopharmacology. Desirable Qualifications: Research experience and solid research publications in neuropharmacology, preclinical or clinical psychopharmacology, and/or interest in animal or human models of psychopathology. Experience in etiology (animal and human) and in the use of animal models (depression, anxiety, panic, or neurotoxicants). Annual salary range: $34,644-$51,264, salary commensurate with experience. To apply: Submit vita, statement of research interests, and three letters of recommendation, on or before the closing date. Women, members of minority groups, veterans, and persons with disabilities are encouraged to apply. Reprints to: R. J. Blanchard, Ph.D., Department of Psychology, University of Hawaii, 2430 Campus Road, Honolulu, Hawaii 96822. Inquiries: (808) 956-8004. Closing Date: December 31, 1999. The University of Hawaii is an Affirmative Action/Equal Opportunity Employer. Women, members of minority groups, veterans, and persons with disabilities are encouraged to apply. III

November 1999
The University of Chicago Graduate School of Business

The University of Chicago Graduate School of Business is seeking to hire tenure track faculty with interests in the areas of decision making, negotiations, social psychology, and organizations, all broadly defined.

We will consider both new Ph.D.'s and more experienced candidates with excellent records. We are looking for candidates with strong disciplinary training in any of the social sciences who can use that disciplinary background to conduct research on aspects of behavior relevant to management and to introduce MBA students to behavioral science principles.

This position is part of the Managerial and Organizational Behavior area, whose members are responsible for teaching courses such as Managing in Organizations, Managerial Decision Making, Power and Politics, and Negotiations.

Candidates should be qualified to teach at least one of these courses plus another MBA elective. The group has a well-equipped laboratory for experimental research. Applications should include a vita, one research paper authored by the candidate, and two or three letters of reference.

Please have all the materials sent to: Deputy Dean for Faculty, M.O.B. Recruiting, Graduate School of Business, Room 105, University of Chicago, 1101 E. 58th St., Chicago, IL 60637.

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

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

IDAHO

The Department of Psychology at Boise State University invites applications for two (2) tenure-track positions at the ASSIS­TANT PROFESSOR level, beginning the Fall 2000 semester. Applicants are required to have an earned doctorate by August 15, 2000. Applications should have an interest in, and potential for excellence in, both psychological and organizational science-level teaching and a demonstrated commitment to scholarly research. Both candidates will be expected to teach large General Psychology sections. One position will have a central focus on Human Learning theory and research; that candidate will teach a senior level Learning course. The other position is in Social Psychology; that candidate will teach a senior level course in Social Psychology. Secondary teaching interests for both candidates include but are not limited to: Personality and Individual/Organizational Psychology. Applications must be received by December 1, 1999 to be assured consideration. Please send a curriculum vita, a cover letter outlining your qualifications and interests, copies of preprints or reprints, and three letters of reference to: Faculty Search Committee, Department of Psychology, Boise State University, 1910 University Drive, Boise, ID 83725. Boise State University is an Affirmative Action/Equal Opportunity employer.

ILLINOIS

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

Faculty Position in Cognitive Studies In Psychology. The Department of Psychology at NORTHERN ILLINOIS UNIVERSITY anticipates making an assistant professor level tenure track appointment for Fall 2000. Successful candidates will have a Ph.D. in psychology, cognitive science, or a related field at time of appointment and a research program focus on higher-order cognitive processing within language and/or thinking. Experience using a computerized cognitive modeling approach is desirable. Successful candidates will be expected to establish and maintain an independent program of research; and evidence of quality teaching experience/potential. Successful candidates will be expected to supervise dissertations and theses, teach graduate and undergraduate courses in one's specialty area, and serve as role models for Ph.D. students. Northern Illinois University is committed to building a culturally and environmentally diverse faculty. Members of underrepresented groups, including women and minorities, are strongly encouraged to apply. This position is part of a new interdisciplinary initiative in Cognitive Studies within the College of Liberal Arts and Sciences that is intended to establish and strengthen multidisciplinary collaboration in research and teaching/learning among faculty and students. Northern Illinois University is particularly interested in candidates with high priority on the integration of research and teaching and on the improvement of undergraduate education. This new multidisciplinary initiative will initially include newly hired faculty within Anthropology, Computer Science, Linguistics (English), and Psychology whose expertise reflects the intersecting interests of these four departments in exploring the interdisciplinary implications of cognitive science. We are seeking faculty members in each of these disciplines who are developing innovative, coherent programs cognitive studies with an integrated curriculum and programs of research that involve undergraduate as well as graduate students. Successful candidates will have an sifiable attribute that we seek for overlapping or complementary programs of research among the candidates' positions as well as a willingness to work collaboratively in the development of a general education course in cognitive studies. This program will expand over subsequent years and will include both faculty in each of the departments in the college and leading a multidisciplinary graduate emphasis. This program will be of interest to international students. Applications are welcome from candidates with existing or potential National Science Foundation support. Send vita, and three letters of reference to: Dr. Charles Miller, Search Committee Chair, Department of Psychology, Northern Illinois University, DeKalb, IL 60115. For full consideration, the above materials should be postmarked by December 1, 1999. AAI EEO.

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

Faculty Positions. The Department of Psychology at NORTHERN ILLINOIS UNIVERSITY anticipates making the following tenure-track appointments for Fall 2000. Both candidates are required to have an earned doctorate by August 15, 2000. The above materials should be postmarked by December 1, 1999. AAI EEO.

Social Psychology. The Department of Psychology at the UNIVERSITY OF ILLINOIS AT CHICAGO is seeking to hire an outstanding full-time, tenure track social psychologist beginning August 2000. Rank and area of specialization within so-
cial/personality psychology are open, although we want to especially encourage high profile and nationally visible senior candidates to apply. Senior applicants should have an established record of conducting highly valued research and obtaining external funding. Junior applicants must have completed their Ph.D. and demonstrated the ability to develop a productive research program. Responsibilities will also include teaching undergraduate and graduate courses and supervision of students theses and dissertations. Salary is competitive and commensurate with experience. For additional information about the department and the social division see http://www.uiuc.edu/depts/psych. Located just west of the famous downtown Chicago Loop, UIC is within comfortable commuting distance of downtown and the nearby suburbs. For fullest consideration, submit a CV, copies of relevant papers, and arrange to have three letters of reference sent by November 10, 1999 to Dr. Linda Skiba, Psychology Search Committee, University of Illinois at Chicago, Department of Psychology (M/C 285), 1007 W. Harrison St., Chicago, IL 60607-7137. Minorities and women are especially encouraged to apply. The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

Department of Psychology Brain and Cognitive Sciences. The Psychology Department at SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE is filling two positions for postdoctoral fellows. Review of applications will begin December 1, 1999 and remain open until a successful applicant is chosen. Send letter of application with statement of research interests, vita, three letters of reference, and reprints/preprints to: Catherine S. Daus, Ph.D., Psychology Department, Campus Box 1121, Southern Illinois University - Edwardsville, Edwardsville, IL 62026-1121. For further information, contact Catherine S. Daus at (618) 650-3119; e-mail at cdaus@siue.edu; or visit our website at www.siue.edu/psychology. Southern Illinois University - Edwardsville is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.

Applications are invited for postdoctoral fellowships at the Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign. The Beckman Institute is a multi- and interdisciplinary research center that focuses on three main research themes: Biological Intelligence, Human-Computer Intelligent Interaction, and Molecular and Electronic Nanostructures (http://www.beckman.uiuc.edu/). The Beckman Institute Fellows Program provides an excellent opportunity for young scholars to initiate a post-Ph.D. career of independent research in a stimulating and supportive interdisciplinary environment. The fields of research encompassed by the fellowship program include the behavioral and biological sciences, chemistry, physics, and engineering.

Year 2000 Fellows will be appointed for up to 3 years, beginning as early as June 2000, and no later than December 2000. The stipend is $44,000/year, plus benefits and a research budget. Selection of Fellows is based on evidence of professional promise, capacity for independent work, outstanding achievement to date, and interdisciplinary research interests corresponding to one or more of the Institute's programs. To be eligible, the Ph.D. must have been held for no more than 4 years (i.e., received no earlier than December 31, 1995).

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

DEADLINE: A postmark of no later than Friday, January 7, 2000. Announcement of Fellows on or about April 15, 2000. The Beckman Institute Fellows Program is supported by funding from the Arnold and Mabel Beckman Foundation. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.
Social Policy doctoral program as well as teaching in the School's undergraduate program. The position offers the opportunity for broad-based collaboration with School of Education and Social Policy faculty, as well as with scholars from the Institute for Policy Research. Northwestern is located in an attractive lakeshore community adjacent to Chicago. Applicants should submit a statement of research and training interests, vita, representative reprints, and three letters of recommendation to Allan Collins and James Spillane, Search Committee Co-Chairs, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston, IL 60208. In order to receive full consideration, applications must be received by January 7, 2000. Starting date for this position is September 1, 2000. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States.

MONMOUTH COLLEGE, Department of Psychology seeks applications for a tenure-track Assistant Professor of Psychology starting August 2000. Ph.D. preferred, ABD required. Affirmative Action employer. Commitment to undergraduate teaching is a must at our liberal arts college of 1050 students. Teaching responsibilities include: Research Methods, Introductory Psychology, courses in special area and other courses in the major. Expectations also include involving students in research projects, advising students, and contributing to interdisciplinary courses and programs, such as the General Education program. Monmouth College, an equal opportunity employer, is committed to diversity and encourages applications from women and minority candidates. Send letter of interest, curriculum vita, a statement of teaching philosophy, and evidence of effective teaching, and three letters of reference to Michael McNall, Director of Personnel, Monmouth College, 700 College Road, West Long Branch, NJ 07764. Applications should be received by January 15, 1999. Review of applications will continue until the position is filled.

THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF ILLINOIS AT CHICAGO invites applications for a tenure-track/tenured academic year faculty position at any rank, beginning August, 2000. Applicants with any of the following research interests will be considered: 1) Psychology and Law, within any area of Psychology (e.g., Clinical, Social, Cognitive, Community), or 2) Clinical Psychology, with a focus on developmental psychopathology. Desirable junior candidates will have completed the Ph.D., demonstrated potential to develop a productive research program, and show promise for grant-supported research. Desirable senior candidates will be intellectual leaders who attract external support for their research. Responsibilities of all applicants will include teaching undergraduate and graduate courses, and supervising graduate student theses and dissertations. Applicants with Psychology and Law interests will be expected to contribute to a growing program of research in Psychology, law, and public policy. Applicants within clinical psychology will be expected to have completed an APA-accredited internship. Licensure or license-eligibility is desirable. Salary is competitive and commensurate with experience. The department has an APA-accredited clinical program with research strengths in health psychology, smoking cessation and prevention, addictive behaviors, HIV-prevention, emotion, eating disorders, and community-based interventions for high risk youth. This research is facilitated through close ties with the medical center, the Health Research and Policy Centers, and the Institute of Disability and Human Development. The department also offers a minor in Psychology and Law. Related faculty research interests include legal decision making, children's evidence, child abuse, violence against women, and distributive and restorative justice. Research collaborations have included colleagues from various UIC departments (e.g., Criminal Justice, Psychiatry, Institute for Juvenile Research) and Chicago area courts and agencies. To learn more about our department, please visit our web page at http://www.depaul.edu/hr/. For full consideration, applicants should send a cover letter describing their research interests, a vita, reprints and at least three letters of recommendation by January 3, 2000 to Robin Mernelstein, Ph.D., Chair, Search Committee, Department of Psychology, DePaul University, 2219 N. Kenmore Ave., Chicago, IL 60614-3504. Review of applications begins January 15 and continues until position filled. DePaul's faculty value diversity and serve a diverse student body. Candidates of color are particularly encouraged to apply. DePaul is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that values its strengths, supports diversity and encourages professional development.

SOCIAL PSYCHOLOGIST

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

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

www.depaul.edu/hr/
DEPARTMENT OF
PSYCHOLOGICAL SCIENCE
BALL STATE UNIVERSITY
MUNCIE, INDIANA

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

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

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

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

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

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

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

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

Accessed Clinical Psychology program with an APA-accredited internship before August 16, 2000. If all requirements for the Ph.D. are not completed by that date, a one-year term appointment will be offered at the rank of instructor. This is a security-sensitive position. Before an offer of employment is made, the University will conduct a pre-employment background investigation that includes a criminal background check. Send cover letter, vita, reprints, teaching evaluations (if available), and have three letters of recommendation sent to David L. DiLalla, Ph.D., Department of Psychology, Southern Illinois University, Carbondale, IL 62901-6502. Closing date is December 31, 1999 or until an acceptable candidate is found. This position is pending funding approval. Southern Illinois University is an equal opportunity/affirmative action employer. II.12

COGNITIVE PSYCHOLOGIST, LAKE FOREST COLLEGE. Applications are invited for a continuing appointment at the assistant professor level, beginning August 2000. We seek a colleague with broad interests in psychology. Candidate's specialty within cognitive is of less concern to us than is an enthusiasm for undergraduate teaching and interest in laboratory teaching, some of which involves computer applications. We seek someone who will be active in research, while engaging selected undergraduates as coinvestigators. Teach three courses each semester, including Cognitive Psychology once a year. Depending on interests, other courses that may be taught include introduction to Psychology, and sections of Introduction to Psychology Laboratory, Sensation & Perception, Research Methods & Statistics (with computer laboratory), Tests & Measurement, Learning, Memory, and Thinking, and an advanced course in your specialty. Typical class sizes range from 15 to 30 students; departmental FTE is 6.5. Lake Forest College is a selective liberal arts institution enrolling 1200 students and 90 faculty FTE, located 30 miles north of downtown Chicago. There is considerable one-on-one student contact and considerable opportunity for good interdisciplinary interactions with colleagues. Applicants from minorities and women are strongly encouraged. Applicants should send a c.v., statement about teaching and research interests and experience, recent publications, or manuscripts in press, and three letters of recommendation by December 10, to Robert B. Glassman, Chair, Department of Psychology, 555 North Sheridan Road, Lake Forest College, Lake Forest, IL 60045-2399. II.13

The Cognitive Neurology and Alzheimer's Disease Center of NORTHWESTERN UNIVERSITY is seeking a cognitive neuroscientist to join a multidisciplinary Brain Mapping Group. The successful candidate will continue research on cognitive functions in normal subjects and patient groups. The Center includes an active functional magnetic resonance imaging program, a psychophysiological, and eye movement laboratory, an Alzheimer's Disease Clinical Core, and a Behavioral Neurology clinic. Level of appointment commensurate with experience. Send letter of interest outlining experience, research goals, and CV to: M-Marsel Mesulam, M.D., Northwestern University, 320 E. Superior Street, Suite 11453, Chicago, IL 60611, mmesulam@nwu.edu. II.16

Developmental Psychologist. The Department of Psychology at Eastern Illinois University is seeking a tenure-track assistant professor (Ph.D. required) with a specialization in developmental psychology who can also contribute to a proposed Cognitive Science minor program. Desirable areas of specialization include cognitive, perception, or language. Teaching responsibilities include developmental psychology, introductory psychology, junior/senior topical seminars and courses in the all-University General Education Program. The ability to teach an interdisciplinary introductory cognitive science course is also desirable. Faculty are expected to maintain an active research program that emphasizes student involvement. The Department of Psychology is located in a new $25 million science building equipped with excellent laboratory facilities. Illinois Wesleyan is a highly selective, private, undergraduate liberal arts college. Review of applications will begin November 1999 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 letters of recommendation to Professor Doran French, Chair, Psychology, Illinois Wesleyan University, Bloomington, IL 61702. Illinois Wesleyan is an Equal Opportunity Employer. For more information about IWU and the surrounding community, visit our website at www.iwu.edu/iwu/jobs. II.17

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a tenure-track position in Social Psychology. Outstanding candidates at any level will be considered, but we are most likely to hire an Associate or recently promoted Full Professor. Applicants may submit vita, statements of research and teaching interests, and arrange for three letters of recommendation to be sent to Professor Robert C. Smith, Chair, Department of Psychology, 580 E. Daniel St., Champaign, IL 61820. The position begins August 16, 2000 (Ph.D. required). To insure full consideration, materials should be received by January 15, 2000. Salary is dependent upon experience and qualifications. Nominations of candidates and inquiries may be directed to Gerald L. Green (greend@uiuc.edu). The University of Illinois is an Equal Opportunity Employer.

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

November 1999

APS OBSERVER
The Department of Psychology at INDIANA UNIVERSITY-BLOOMINGTON, seeks applicants for a tenure-track position at the Assistant Professor level in the area of clinical psychology. The position will begin in August 2000. Candidates should provide evidence of excellence in research and be strongly committed to teaching at both the undergraduate and graduate levels. Applicants should submit their vitae, reprints or preprints of relevant papers and arrange to have three letters of reference sent to: Chair, Search Committee, Department of Psychology, Indiana University, 402 N. Blackford Street, Indianapolis, Indiana 46202-3275. IUPUI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. IN1

The Department of Psychology at INDIANA UNIVERSITY-BLOOMINGTON, seeks applicants for a tenure-track position at the Assistant Professor level in the area of applied social psychology. The position will begin in August 2000. Candidates should provide evidence of excellence in research and be strongly committed to teaching at both the undergraduate and graduate levels. Applicants should submit their vitae, reprints or preprints of relevant papers and arrange to have three letters of reference sent to: Chair, Search Committee, Department of Psychology, Indiana University, 402 N. Blackford Street, Indianapolis, Indiana 46202-3275. IUPUI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. EOE. IN3

 SOCIALPSYCHOLOGY, INDIANA UNIVERSITY SOUTH BEND (IUSB) invites applications for a tenure-track appointment at the assistant professor level in social psychology for the fall of 2000. Outstanding candidates at the rank of Associate Professor might also be considered. Additional hiring in cognitive psychology is planned in the near future, as the department continues to enhance its program in the cognitive area. The position is also hiring in counseling psychology this year (see separate ad). Applications for the second is involving graduate and undergraduate instruction creates a favorable situation for a productive career. Review of applications will begin November 20 and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (preprints and three letters of ref erence to: Frank Fujita, Chair, Social Psychology Search Committee, Department of Psychology, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, IN 46634. IUSB is an Affirmative Action/Equal Opportunity Employer. IN5

The Department of Psychology at IOWA STATE UNIVERSITY invites applications for an endowed associate professorship in counseling psychology, beginning fall, 2000. Applications are considered for Associate Professor (with tenure) and tenured associate or full professor position. The department is also hiring in cognitive psychology this year (see separate ad). A research agenda that includes the friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career in our supportive and growing program. This counseling psychology program works closely with the Student Counseling Service and its APA-accredited predoctoral internship. Additional research and grant opportunities are available through affiliation with the Institute for Social and Behavioral Research, the Center for Workforce Development, and the National Institute for Talented and Gifted, the Center for Women in Politics, and any of the four ethnic studies programs on campus. Candidates in all areas of counseling psychology are encouraged to apply. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be license-eligible. Review of applications will begin November 26th and continue until the position is filled. Submit applications, vita, relevant papers and arrange to have three letters of reference sent to: Dr. Charles Meliska, Chair, Psychology Department, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. A/AEOE. IN6

IOWA COGNITIVE PSYCHOLOGY, FULL PROFESSOR AND TENURE-TRACK ASSISTANT PROFESSOR: The Psychology Department at IOWA STATE UNIVERSITY invites applications for two tenure-track (tenured) positions in any area of Human Cognition to begin August 2000. One position is designated a rank of Full Professor and one designated a rank of Associate Professor. Applications at the rank of Associate Professor might also be considered. Additional hiring in cognitive psychology is planned in the near future, as the department continues to enhance its program in the cognitive area. The department is also hiring in counseling psychology this year. The position is also hiring in counseling psychology this year (see separate ad). Applications for the second is involving graduate and undergraduate instruction creates a favorable situation for a productive career. Review of applications will begin November 20 and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (preprints and three letters of ref erence to: Frank Fujita, Chair, Social Psychology Search Committee, Department of Psychology, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, IN 46634. IUSB is an Affirmative Action/Equal Opportunity Employer. IN5
THE UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY: invites applications for a TENURE TRACK POSITION IN DEVELOPMENTAL PSYCHOLOGY at the Assistant Professor level beginning Fall, 2000. Qualifications include: an earned Ph.D. in developmental psychology; a strong research record; potential for receiving external funding; and teaching ability. The successful applicant will teach undergraduate courses in developmental psychology, research methods and/or statistics, and courses at the senior level. Salary is commensurate with qualifications and experience. The successful applicant will have the opportunity to teach graduate level. The Department of Psychology at the University of Northern Iowa is committed to a diverse, equitable, and inclusive environment for students, faculty, and staff. Applications received by January 7, 2000, will be given full consideration. The University of Northern Iowa is an equal opportunity/affirmative action employer. IA3

KANSAS

Assistant Professor in Quantitative Psychology, UNIVERSITY OF KANSAS. The Department of Psychology seeks applications for a tenure track position to begin August 18, 2000. To qualify, the candidate should have a Ph.D. in psychology or related field, ability to teach undergraduate and graduate level courses, as well as the ability to engage in empirical research and publication in human development. Preference will be given to applicants with a strong research record. Salary is competitive. University of Kansas is an equal opportunity/affirmative action employer. Applications should be submitted by May 1, 2000. K51

PHYSIOLOGICAL PSYCHOLOGIST: Assistant Professor (non-tenure track; 5-year maximum, renewable) Service and Research, University of Northern Illinois, DeKalb. The University of Northern Illinois has a long history of educational excellence. We are looking for a highly motivated individual to join our faculty in the Department of Psychology. The successful candidate will have a strong research interest in physiological psychology and a commitment to quality teaching. Applicants should have a Ph.D. in physiological psychology and be prepared to teach undergraduate courses in physiological psychology and related areas. Salary and benefits are competitive. Applications should be submitted by May 1, 2000. University of Northern Illinois is an affirmative action/ equal opportunity employer. IL1

KENTUCKY

FACULTY POSITION DIRECTOR—CHILD DEVELOPMENT UNIT The Department of Pediatrics, UNIVERSITY OF LOUISVILLE School of Medicine, invites applications for Director of the Child Development Unit. This research section of Pediatrics includes the Early Intervention Program; Clinical Genetics; and the Division of Developmental Pediatrics. Interested candidates should have a Ph.D., M.D., or D.O. with emphasis on research and/or clinical work. Experience in developmental psychology, child development, or related areas is desired. Salary and benefits are competitive. University of Louisville is an equal opportunity/affirmative action employer. KY1

GIST at the beginning or advanced ASSISTANT PROFESSOR level starting in August 2000. The successful applicant will be expected to establish a strong research program in an area of interest to the Psychology Department. University of Louisville is an equal opportunity/affirmative action employer. KY1

LOUISIANA

TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, anticipates an opening for an INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST at the beginning or advanced ASSISTANT PROFESSOR level starting in August 2000. The successful applicant will be expected to establish a strong research program in an area of interest to the Psychology Department. University of Louisville is an equal opportunity/affirmative action employer. KY1
email him at abazar@lsum.edu. Otherwise, candidates should send their C.V., a statement of personal research interests and goals, and the names, addresses, and phone numbers of three references to: Richard D. Olson, Ph.D., Research Professor and Chair, Department of Psychology, University of New Orleans, New Orleans, LA 70148. The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply. LA2

The Department of Psychology at the UNIVERSITY OF NEW ORLEANS, a member of the LSU system, seeks applicants for two tenure-track Assistant Professor positions for the Fall of 2000. Candidates should possess the Ph.D. degree in Developmental Psychology with teaching and research experience in Social Psychology preferred. The appointees will be expected to teach undergraduate courses in Social Psychology. Introduction to Psychology, and History and Systems of Psychology. The appointees will be expected to supervise undergraduate research as well as develop an active research program. Loyola University is an urban, Jesuit university awarding the BA in Psychology. Teaching is a high priority with the development of a strong psychology major and honors programs. Minority, women, and physically challenged persons especially are encouraged to apply. Applicants should send a letter of application, vita, transcripts, statement of teaching philosophy, teaching evaluations (if available), and three letters of reference by December 10, 1999 to: Dr. Mary M. Brazier, Chair, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Ave., New Orleans, LA 70118. AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. LA2

PSYCHOLOGY LOYOLA UNIVERSITY Department of Psychology invites applications for a tenure track Assistant Professor to begin August, 2000. Candidates should possess the Ph.D. degree in Developmental Psychology with teaching and research experience in Social Psychology preferred. The appointee will be expected to teach undergraduate courses in Social Psychology. The appointee will be expected to supervise undergraduate research as well as develop an active research program. Loyola University is an urban, Jesuit university awarding the BA in Psychology. Teaching is a high priority with the development of a strong psychology major and honors programs. Minority, women, and physically challenged persons especially are encouraged to apply. Applicants should send a letter of application, vita, transcripts, statement of teaching philosophy, teaching evaluations (if available), and three letters of reference by December 10, 1999 to: Dr. Mary M. Brazier, Chair, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Ave., New Orleans, LA 70118. AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. LA2

MAINE

SOCIAL DEVELOPMENTAL PSYCHOLOGIST. BOWDOIN COLLEGE seeks candidates for a social developmental psychologist to begin Fall, 2000. The appointment is an 9-month position at the rank of Assistant Professor. Candidates should have a doctorate in psychology with specialization in developmental psychology. The appointee will be expected to teach courses in developmental psychology and contribute to undergraduate research. Bowdoin College is a highly selective undergraduate liberal arts college located about two hours north of Boston on the coast of Maine. The college offers strong major and honors programs. Visit www.bowdoin.edu to learn more about the college. To apply, send a cover letter, vita, examples of excellence in both teaching and research, and at least three letters of reference to: Paul Frick at (207) 725-3117 or pfrick@bowdoin.edu. The appointees will be expected to teach courses in developmental psychology and contribute to undergraduate research. Bowdoin College is a highly selective undergraduate liberal arts college located about two hours north of Boston on the coast of Maine. The college offers strong major and honors programs. Visit www.bowdoin.edu to learn more about the college. To apply, send a cover letter, vita, examples of excellence in both teaching and research, and at least three letters of reference to: Paul Frick at (207) 725-3117 or pfrick@bowdoin.edu. Otherwise, applicants should send their vita, a statement of research interests and goals, and the names, addresses, and phone numbers of three references to: Paul Frick, Chair, Developmental Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply. LA3

PSYCHOLOGY COLBY COLLEGE seeks candidates for a full-time, tenure-track position at the rank of Assistant Professor in Developmental Psychology beginning Fall, 2000. Ph.D. preferred as well as evidence of excellence in teaching and research. Responsibilities include teaching four courses per year, supervising independent study and honors projects. Courses will include a Laboratory course in Social Development, Statistics, and two courses in the candidate's area of specialization. Bowdoin College is a highly selective undergraduate liberal arts college located about two hours north of Boston on the coast of Maine. The college offers strong major and honors programs. Visit www.bowdoin.edu to learn more about the college. To apply, send a cover letter, vita, examples of excellence in both teaching and research, and at least three letters of reference to: Paul Frick at (207) 725-3117 or pfrick@bowdoin.edu. Otherwise, applicants should send their vita, a statement of research interests and goals, and the names, addresses, and phone numbers of three references to: Paul Frick, Chair, Developmental Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. The University of New Orleans is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply. LA3

HEALTH SCIENTIST ADMINISTRATOR
NATIONAL INSTITUTE ON AGING
NATIONAL INSTITUTES OF HEALTH

The Neuroscience and Neuropsychology of Aging Program is seeking a Health Scientist Administrator (HSA), GS-601/602-13/14; salary track—Ph.D. ($56,027 to $89,142), salary track-MD ($66,344 to $93,233 plus up to $19,000 per annum as Physicians Comparability Allowance). Non-Federal candidates with Ph.D or MD may be eligible for a recruitment bonus of up to 25% of base pay. The HSA will serve in two roles in the Dementias Branch, as the Program Director for Diagnosis in the Clinical Studies program and as Assistant to the Program Director, Alzheimer’s Disease Centers program. The incumbent will aid in developing the programs, defining their long-range goals, and contacting and encouraging scientists with appropriate expertise and interest to develop and submit research proposals. Practical experience in clinical diagnosis of dementias of aging and related research is required. Research experience in Alzheimer’s disease is preferred. U.S. citizenship is required. For copy of application requirements—by FAX, call 1-800-729-5627, ID# 1213; by e-mail, use http://careerehere.nih.gov/. Refer to announcement # NIA-99-980. Contact Marian Patten, NIA Personnel Office, (301) 496-5347, with questions. Applications must be postmarked by December 31, 1999.

MD: NIH is an Equal Opportunity Employer

COLBY COLLEGE PSYCHOLOGY Personality and Abnormal Psychology, Assistant Professor: The Department of Psychology at Colby College invites applications for a full-time, tenure-track position in personality and abnormal psychology beginning Fall 2000. Must have completed Ph.D by time of appointment; teaching and research responsibilities include courses in personality and abnormal psychology and advanced courses in the candidate's specialty area, participation in our team-taught introductory psychology course, and supervision of advanced students who are conducting research in the candidate's areas of expertise. A strong background in quantitative methods and research design is required. The teaching load is five courses per year. The successful candidate will be expected to mount a generative research program on questions related to personality or abnormal behavior; a record of excellence in conducting rigorous empirical research is more important than any specific specialty. Colby College is a highly selective liberal arts college (with approximately 1750 students enrolled) recognized for excellence in undergraduate education and for close student-faculty interaction. The college offers a generous sabbatical policy and funds for research and professional travel. Applicants should send a curriculum vitae, transcripts, and statements of teaching and research interests along with three letters of recommendation to: Professor William Klein, Chair, Department of Psychology, Colby College, Waterville, ME 04901. Review of applications will begin in early January and will continue until the position is filled. Information about Colby College may be obtained on the Internet at http://www.colby.edu. Colby is an AA/EO employer and strongly encourages applications from women and minorities. ME2

MARYLAND

Tenure Track Positions Open in Health & Clinical Psychology The Department of Medical and Clinical Psychology at THE UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES (USU) has two tenure track positions open. We seek outstanding researchers and educators for a department offering Ph.D. programs in clinical psychology, training tracks in Medical Psychology (research) and an APA-accredited Clinical Psychology program. HEALTH PSYCHOLOGY/BEHAVIORAL MEDICINE/ASSISTANT PROFESSOR: Responsibilities include: pursuing an active and fundable research program in any...
area of health psychology/behavioral medicine and teaching at the graduate and medical school level. Quantitative expertise and teaching interests are strongly preferred.

CLINICAL PSYCHOLOGY (ASSISTANT/ASSOCIATE PROFESSOR): Responsibilities include: pursuing an active and fundable research program in any area of health psychology/behavioral medicine, graduate teaching, and supervision of graduate student research. Candidate will also provide clinical services. The dynamic and accomplished Department and School is available on the World Wide Web at http://www.usuhs.mil/Ummps.MD.

The Department of Psychology at University of Maryland, Baltimore County actively subscribes to a policy of equal educational and employment opportunities. Women and minorities are especially encouraged to apply. Visit our internet site: http://www.wascheil.edu. Chestertown is a historic colonial town on the eastern shore of Maryland, with excellent resources, a good facilities, and capable students. Applicants should send a letter of application, curriculum vitae, and three letters of reference by December 15, 1999. Review of applications will begin on November 1, 1999, and continue until the position is filled. Applications from women, minorities, and non-smokers with disabilities are especially encouraged.

THE JOHNS HOPKINS UNIVERSITY Department of Psychology is accepting applications for the Todd Chair in Cognitive Science. Candidates should be senior researchers with a commitment to the field of cognitive science and a record of major scholarship. Responsibilities include the direction of cognitive neuroscience (broadly construed, to include functional neuroimaging, electrophysiological methods, work with brain-damaged participants, and so forth). A research focus in vision or spatial cognition is preferable, although candidates with other interests will also be considered. Please send a CV, statement outlining research interests and the programmatic aspects of the research, and arrange to have three letters of recommendation sent to Dr. Samuel M. Turner, Clinical Search Committee, Department of Psychology, University of Maryland, Baltimore, MD 21218-2685. Review of applications will begin immediately, and continue until the position is filled. The Johns Hopkins University is an Equal Opportunity/Affirmative Action Employer.

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

THE DEPARTMENT OF PSYCHOLOGY at THE UNIVERSITY OF MARYLAND AT COLLEGE PARK has openings for two junior faculty positions at the Assistant Professor (tenure track) level in its Clinical Psychology Program. The Department seeks two outstanding scholars with a strong clinical science background and evidence of programs of research capable of attracting external support. Applicants whose interests include the development of psychopathological understanding, John's implementation of treatment interventions, or the interaction of biological and psychological variables in psychopathology are of particular interest. However, there is no particular interest in those who focus on child externalizing disorders, health psychology, neuropsychology, or adult psychopathology.

The Clinical Psychology program at the University of Maryland at College Park is in the process of building a scientist-practitioner program with a strong emphasis on psychopathology and empirically derived and supported intervention strategies. Thus, in addition to a program of research, the candidates should have evidence of expertise and desire to provide clinical supervision of clinical psychology training, and graduate teaching and supervision of student research. Please send a CV, a statement outlining research interests and the programmatic aspects of the research, and arrange to have three letters of recommendation sent to Dr. Samuel M. Turner, Clinical Search Committee, Department of Psychology, University of Maryland, College Park, MD 20742-4111. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. For best consideration, materials should be received by December 1, 1999. MD3

Sensation & Perception/Behavioral Neuroscience. WASHINGTON COLLEGE invites applications for a tenure-track position at the assistant level in the Psychology Department. The candidate will be expected to teach Sensation & Perception and an upper-level research-oriented methods course in the candidate’s area of specialization, as well as share responsibility for introductory and advanced courses concerning the biological basis of behavior. The Psychology Department offers a behavioral neuroscience concentration and the candidate would be expected to contribute substantially to this concentration. We offer strong support, good facilities, and excellent students; our departmental goal is national visibility in undergraduate science education. Applicants must have (or expect) a Ph.D. by August 15, 2000, in psychology or neuroscience with evidence of successful research and show strong interest in an active research program in S & P broadly defined that could include undergraduates. Applicants should send a letter of application, curriculum vitae, and names of three references, (p)reprints of publications, teaching evaluations and three letters of recommendation to Dr. George Splichal, Chair, Psychology Department, Washington College, 200 Campus Drive, Chestertown, MD 21620-1197. Review of applications will begin on October 1, 1999, and continue until the position is filled. Washington College is actively seeking to diversify its faculty and is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply. Visit our internet site: http://www.wascheil.edu. Chestertown is a historic colonial town on Maryland’s Eastern Shore in close proximity to Baltimore, Philadelphia and Washington, D.C., http://www.wascheil.edu.

Postdoctoral Research Fellowships

SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS Postdoctoral human subjects research in stimulating and protective environment with excellent resources. Prepares for a career as independent investigator. HUMAN LABORATORY Research of substance use and abuse of drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and anti-drug abuse medications development. Oxidases, cocaine, anxiolytics, caffeine, nicotine. CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS including specialty pharmacotherapies and behavior therapies (esp. incentive-based therapies), and their interactions. Opioid, cocaine, nicotine, mixed/other dependence. Flexible: some immediate. Eligibility: U.S. citizens or permanent residents. Minority encouraged. Appropriate for experimental, physiol, biopsych, neuroscience, clinical. Stipends: USPHS/NH grant levels $26-41K. Contact: George G. Bigelow, Ph.D., Roland Griffiths, Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, 810 S. Baltimore Ave., Baltimore, MD 21224; (410) 550-3035, bigelow@jhu.edu. MD5

Department of Human Development, UNIVERSITY OF MARYLAND AT COLLEGE PARK Delousing Clinical Psychology—Assistant Professor—Two Positions The Department of Human Development at the University of Maryland, College Park invites applications from individuals at the level of Assistant Professor in the area of Developmental Psychology, specifically in the area of Social Development. The Department is interested in a candidate with a strong program of research in social development and an interest in teaching in the areas of social development, as well as a commitment to diversity. The candidate will be expected to teach courses in social development at the undergraduate and graduate levels and to develop an active research program. The position is a 9-month appointment with an expected start date of August 1, 2000. For full consideration, applications should be received by February 1, 2000. Applications consisting of a letter of application, curriculum vitae, and three letters of reference should be sent to: Search Committee, Department of Human Development, University of Maryland, College Park, MD 20742-4111. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. The University is an Equal Opportunity/Affirmative Action employer. Women and minorities are especially encouraged to apply. Visit our internet site: http://human.develop.umd.edu. The Department of Human Development is located on the College Park campus of the University of Maryland, College Park, Maryland, approximately 30 minutes from Washington, D.C. The university is an equal opportunity employer.
The Department: The Department of Human Development comprises 21 faculty members who represent a broad range of disciplines including social, emotional, and personality development, biological bases of behavior, cognition and learning, motivation, and the development of the self system, social cognition, and the roles of cultural variations and contextual effects on development and learning. Within the Department, there is a specialization in Developmental Science which provides leadership nationally and internationally in the psychological and social influences on human development. As well, there is a specialization in Educational Psychology that is highly ranked for its research productivity in the areas of school learning, reading, motivation, and curriculum development. Faculty members in both specializations are funded by the National Institutes of Health, the National Science Foundation as well as private foundations. The University of Maryland is in close geographic proximity to the National Institutes of Health and many of the faculty in the Department of Human Development have close collaborative relationships with scientists at NIH. Possibilities exist for candidates to link with laboratories at NIH for joint research initiatives. We encourage applications from minority candidates, women and persons with disabilities. The University of Maryland is an equal opportunity, affirmative action employer, and is dedicated to increasing diversity of its faculty through hiring and retention of minorities, women, and persons with disabilities. Candidates should send their Curriculum Vitae, one or two publications and three letters of recommendation to: Professor Nathan A. Fox, Department of Human Development, University of Maryland, College Park, MD 20742. Inquiries may be made by phone: (301) 405-5567; email: naf@umd.edu. Applications should be received by December 15, 1999. MD9

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

MIT Sloan School of Management
Faculty Positions
Behavioral and Policy Sciences

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

Management of Technological Innovation and Entrepreneurship: Candidates should have research and teaching interests related to any of the following: the founding, development, organization, and management of early-stage technology-based ventures; networking and alliance formation among start-ups and other firms; strategy and organization in technology-based ventures. Preferred background: Ph.D. in a discipline such as social psychology or sociology, with research interests in applied areas of technology management; or a Ph.D. in a management area, such as technology or operations management, with a strong grounding in organizational theory and/or behavioral sciences. Send curriculum vitae, supporting documentation, and three letters of recommendation to Professor Ed Roberts, MIT Sloan School of Management, 50 Memorial Drive, Room E52-530, Cambridge, MA 02142.

Organizations and Innovation: Candidates should have research and teaching interests in the area of innovation and organizational change, either at the macro level (possible interests include organizational design, interorganizational networks, or comparative organizations) or the micro level (decision-making and negotiation, small groups, work practices, organizational culture, or learning and change). Preference will be given to candidates whose research is relevant to organizational innovations, technological change, or high technology contexts. Preferred background: Ph.D. in a discipline such as sociology or social psychology, or in a management field such as organizational theory or organizational behavior. Send curriculum vitae, supporting documentation, and three letters of recommendation to Professor John Carroll, MIT Sloan School of Management, 50 Memorial Drive, Room E52-563, Cambridge, MA 02142.

Strategy: Candidates should have research and teaching interests in strategy, with a focus on issues of competitive performance and the dynamics of organizations. Preferred background: Ph.D. in strategy, organization studies, sociology, or economics. Send curriculum vitae, supporting documentation, and three letters of recommendation to Professor Rebecca Henderson, MIT Sloan School of Management, 50 Memorial Drive, Room E52-543, Cambridge, MA 02142.

The deadline for all applications in their entirety is December 15, 1999.
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/wwv

MASSACHUSETTS

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

Cognitive Psychologist: (Pending AIP2). The Department of Psychology at BOSTON UNIVERSITY announces a tenure-track opening at the assistant professor level beginning Fall 2000. Strong applications will be evaluated on the ability to develop an original, independent, and externally funded program of cognitive research. Responsibilities will include undergraduate and graduate teaching, supervising doctoral students. Applicants should submit vita, reprints/preprints, a statement of research and teaching interests, and three letters of recommendation to: Chair, Cognitive Search Committee, Department of Psychology, Boston University, 64 Cummington St., Boston, MA 02215. Review of applications will begin December 15, 1999, and continue until the position is filled. Applicants should send a letter describing their teaching and research interests, a vita, evidence of teaching effectiveness, and at least three letters of recommendation to Wesley P. Jordan, Psychology Chair, St. Mary's College of Maryland, 18952 E. Fisher Rd., St. Mary's City, MD 20686-5001. St. Mary's College of Maryland (www.smc.edu) is an equal opportunity/affirmative action employer. MD12

SUFFOLK UNIVERSITY. Department of Psychology is seeking a tenure-track licensed Boulder model Assistant Professor of Clinical Psychology for September 2000 (subject to budgetary approval). Duties include undergraduate and graduate teaching undergraduate psychology courses and courses within the Ph.D. program in Clinical Psychology, and research supervision; we are seeking an individual whose research program falls within clinical-developmental psychology most broadly defined. Please send letter of application, curriculum vitae, reprints, and three letters of recommendation to: Jack Derrick, Chair; Psychology Department; Suffolk University; 8 Ashburton Place; Boston, MA 02108. Review of applications will begin immediately. Suffolk University is an equal opportunity employer. MA3

FACULTY POSITION, DEVELOPMENTAL PSYCHOLOGY. The Department of Psychology at MASSACHUSETTS COLLEGE OF LIBERAL ARTS (formerly North Adams State College) invites applications for a tenure-track position in developmental psychology. The appointment will be at the rank of Assistant Professor with a start date of September 1, 2000. Applicants should have a Ph.D. in developmental psychology with a concentration in childhood or adolescence (specialty is optional). The candidate would primarily be responsible for teaching courses in child development, adolescent development, and courses in the disciplinary general education program. We are seeking someone with excellent teaching skills, advising experience, and a commitment to undergraduate edge. Applicants should have a Ph.D. in developmental psychology. Applicants should submit a cover letter, a statement of teaching and research interests, a vita, three letters of reference to: Chair, Department of Psychology, Massachusetts College of Liberal Arts, 375 Church Street, North Adams, MA 01247. Please arrange for three letters of reference to be sent to the above address as well. Women and minority candidates are especially encouraged to apply. MCLA is an Affirmative Action/Equal Opportunity Employer. Deadline for receipt of material is Monday January 3, 2000. For more information about MCLA visit our web site at www.mcla.mass.edu or e-mail jmaj@mcla.mass.edu. MA4

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

November 1999
The Society for the Psychological Study of Social Issues
James Marshall Public Policy Fellowship


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

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

All application materials must be in duplicate and sent to:

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

Teaching responsibilities will consist of either Introductory Psychology, Research Methods or Statistics, and courses in Perception, Thinking, Decision Making, Memory, Cognitive Neuroscience, or Cognitive Science, depending on the candidate's expertise. The department includes faculty who currently study developmental, cognitive, linguistic and cultural aspects of cognitive functioning, and an active Neuroscience program. There is lively collaboration in the Five College Consortium with the University of Massachusetts, and Amherst, Mount Holyoke and Hampshire Colleges. Send resumes, two sample publications, a statement of teaching and research interests, and three letters of recommendation to Kathy Richardson, Department of Psychology, Clark Science Center, Smith College, Northampton, MA 01063. Preference will be given to applications received before January 3, 2000. Smith College is an equal opportunity employer encouraging excellence through diversity. Visit us at www.smith.edu MA6

NIMH-SPONSORED POSTDOCTORAL FELLOWSHIPS IN PTSD RESEARCH

The National Center for Posttraumatic Stress Disorder (PTSD) at the VA BOSTON HEALTHCARE SYSTEM announces the availability of four NIMH-supported postdoctoral fellowships to begin September 1, 2000. The fellowships have a minimum duration of one year and are designed to train psychologists in the scientific study of stress, trauma, and PTSD. Fellows will work in the two Boston divisions of the National Center (Behavioral Science and Women's Health Sciences), both of which are affiliated with Boston University School of Medicine. The primary objective of the training program is to prepare individuals for academically-oriented careers in clinical psychology with emphasis on understanding the effects of exposure to traumatic stressors. Fellows will have the opportunity to: (a) participate in ongoing research projects conducted by program faculty, (b) initiate independent research on a wide variety of PTSD-related issues, (c) prepare applications to federal and other funding agencies for research support, (d) conduct secondary analyses on existing data sets, and (e) provide direct clinical services to PTSD patients under the guidance of a clinical supervisor. Each fellow will be assigned one or more faculty members who serve as supervisors and as formal and informal connections to the other faculty members. Each fellow will also have a faculty research mentor. The fellow will serve as the primary investigator or co-investigator on projects that involve both civilian and veteran populations. All projects will be conducted under the guidance of the fellowship director, Dr. Sherry K. Bremner.

Applications should be submitted to: NIMH-SPONSORED POSTDOCTORAL FELLOWSHIPS IN PTSD RESEARCH, VA Boston Healthcare System, 150 South Huntington Avenue, Boston, MA 02130. Applications should be received by February 1, 2000. For more information, please contact Dr. Sherry K. Bremner, Ph.D., at 617-384-7431 or S.Bremner@partners.org. Applications are reviewed until all positions are filled.

Quantitative Psychologist THE NATIONAL CENTER FOR POSTTRAUMATIC STRESS DISORDER, VA BOSTON HEALTHCARE SYSTEM AND SCHOOL OF MEDICINE seeks a part-time scholar in psychology to conduct research in the area of PTSD. The PTSD Research Program at the VA Boston Healthcare System is an equal opportunity employer, MA7

MICHIGAN

Evaluation Science The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking outstanding evaluation scientists for one, or possibly two, tenure-track positions. Applications at the rank of Assistant Professor, the rank of Associate Professor effective August 16, 2000 pending approval by the Provost. In one position, we seek an individual with strong qualitative research interests and skills, perhaps including an interest in evaluation theory development, the comparison of evaluation methods, and/or the development of ways to improve the construction and dissemination of evaluations. In the second position, we seek individuals who have expertise in longitudinal data analysis and development of models with expertise in time series analysis, structural equation models, regression analysis, non-parametric statistics, and/or other techniques that seek to model or understand both latent and manifest change in the status of people’s behavior over time. Successful applicants for both these positions will be expected to establish an independent research program and to contribute to an innovative cross-disciplinary initiative in social science.

The primary substantive interests of the applicant may be in any area of psychology (e.g., clinical, community, industrial-organizational, etc.). Applicants will also be expected to contribute to both undergraduate and graduate instructional programs. Send 3 letters of recommendation, copies of publications or preprints, a vita, description of methods skills, and brief description of a recent research project to: Professor Neil Schmitt, Department of Psychology, Michigan State University, East Lansing, MI 48824. Review of applications will begin December 1, 1999 and continue until positions are filled. Minority and women candidates are especially encouraged to apply.

Subject to administrative approval, the CALVIN COLLEGE Psychology Department is seeking applications for a full-time, tenure-track position in cognitive psychology beginning in September 2000. This position involves teaching courses in Cognitive Psychology, Research Methods, and Introductory Psychology. Requirements include a Ph.D. in psychology, evidence of quality teaching, and competence in the use of computer methods. The successful candidate will be expected to develop undergraduate courses, write grant proposals, and be involved in professional activities and service, including undergraduate research. The position is open to candidates whose primary area of specialization is in cognitive psychology. Candidates should possess a broad knowledge of the field, including both traditional and contemporary methods. The college complies with EO/AA employer.

To apply, visit: www.calvin.edu/employment or send letter of interest and curriculum vitae to Calvin College, 1333 Eastioneer Avenue, Grand Rapids, MI 49546. Calvin College complies with all federal and state requirements regarding nondiscrimination. Women and members of minorities are encouraged to apply. MI12

APS OBSERVER
November 1999
Assistant Professor of Psychology. The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks applications for a tenure-track position effective August 16, 2000. We seek a scientist with interests in cognitive development, social development, or developmental psychopathology to complement our strengths in cognitive and environmental psychology, or behavioral neuroscience. We are interested in candidates who have demonstrated the potential to be productive teachers and active researchers at both the undergraduate and graduate levels. Investigators with postdoctoral research experience are especially encouraged to apply. We are members of minority groups. Review of applications will begin December 1, 1999, and continue until the position is filled. Applicants should send a vita, most representative reprints/preprints, and three letters of recommendation to Hiram E. Fitzgerald, Ph.D., Chair, Developmental Search Committee, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117. MSU is an Affirmative Action/Equal Opportunity Employer.

GRAND VALLEY STATE UNIVERSITY. Two tenure-track positions, beginning Fall, 2000. For both positions the Ph.D. is required. We seek candidates whose background and training provide evidence that they will be excellent teachers, researchers, and colleagues. In addition to courses in the specialty area, all candidates should be able to teach introductory psychology, and may be expected to contribute to programs in psychology and special education. We view the area of Psychology Applied to Teaching as especially important. The application of basic psychological science to issues associated with teaching, learning, and schools. Candidates must be able to teach courses in introductory, Life-span development, Child or Adolescent Psychology, and must be able to contribute to programs in psychology and special education. Ability to teach courses in introductory, Life-span development, Child or Adolescent Psychology, and must be able to contribute to programs in psychology and special education. Applications will begin December 13, 1999, and applications will be accepted until the positions are filled. Telephone: (616) 972-2200. FAX: (616) 972-6020. Grand Valley State University is an Affirmative Action/Equal Opportunity Employer.

PSYCHOLINGUISTICS THE UNIVERSITY OF MICHIGAN (ANN ARBOR) Department of Psychology and Program in Linguistics invite applications for an anticipated full-time, tenure-track position in the area of psycholinguistics beginning September 1, 2000. We seek candidates with strong qualifications in psycholinguistics. Preference will be given to those with a primary background in the cognitive, linguistic, and psychological study of language. We will also consider applications from individuals with strong background in computational modeling and knowledge of brain organization as it pertains to language. Relevant interests include the processing of spoken or written language at the syllable level, especially the phonological processes that underlie the representation and use of orthography. Applicants must have a Ph.D. in psychology, cognitive psychology, linguistics, or related fields. sessionStorage sent to the chair of the appropriate search committee at Wayne State University. Wayne State University is an Affirmative Action/Equal Opportunity Employer.

GRAND VALLEY STATE UNIVERSITY. Two tenure-track positions, beginning Fall, 2000. For both positions the Ph.D. is required. We seek candidates whose background and training provide evidence that they will be excellent teachers, researchers, and colleagues. In addition to courses in the specialty area, all candidates should be able to teach introductory psychology, and may be expected to contribute to programs in psychology and special education. We view the area of Psychology Applied to Teaching as especially important. The application of basic psychological science to issues associated with teaching, learning, and schools. Candidates must be able to teach courses in introductory, Life-span development, Child or Adolescent Psychology, and must be able to contribute to programs in psychology and special education. Applications will begin December 13, 1999, and applications will be accepted until the positions are filled. Telephone: (616) 972-2200. FAX: (616) 972-6020. Grand Valley State University is an Affirmative Action/Equal Opportunity Employer.
Assistant Professor or Associate Professor in Personality Psychology

The Department of Psychology in the College of Liberal Arts at the University of Minnesota - Twin Cities seeks outstanding candidates for a faculty position in Personality Psychology. This appointment will be made at either the tenure-track Assistant Professor level or the tenured Associate Professor level, depending on qualifications and experience, and consistent with College of Liberal Arts policy. Essential qualifications are a PhD in psychology or related field by August 28, 2000, demonstrated excellence in scholarship and teaching, with a record of accomplishment in research and teaching commensurate with the level of the appointment. The successful applicant will be expected to carry on an active program of research and scholarship, and contribute to the education and training of graduate and undergraduate students. Teaching responsibilities will consist of graduate and undergraduate courses and participation in the department's curriculum, especially its survey and advanced undergraduate level courses in personality psychology. Salaries in special areas of interest at the graduate level are also possible. Applicants with research interests in any area of basic and/or applied inquiry in personality psychology are encouraged to apply. Although we especially seek applicants whose research activities will provide a bridge between personality research and other areas of psychology, we are interested in all areas of psychological research. Applicants are encouraged to use the University of Minnesota's Web page at http://psychumn.edu/psych for more information.

Assistant Professor in Psychology/Political Science

The Department of Psychology in the College of Liberal Arts at the University of Minnesota - Twin Cities seeks candidates for a faculty position in Political Psychology. Essential qualifications are a PhD in political science, psychology, or related field by August 28, 2000, a commitment to qualitative and quantitative research methods, and experience in conducting original interdisciplinary research. The successful applicant will be expected to carry on an active program of research and collaboration, and contribute to the education and training of graduate and undergraduate students in both departments.

Assistant Professor for a Joint Position in Psychology and Computer Science and Engineering

The Department of Psychology in the College of Liberal Arts at the University of Minnesota - Twin Cities seeks candidates for a faculty position in Psychology and Computer Science and Engineering.

Mississippi

The Department of Psychology at Mississippi State University seeks to fill a tenure-track Assistant Professor position in Clinical Psychology for Fall 2000. Applications are invited from candidates with graduate degrees from an APA-accredited clinical psychology program, who have completed an APA-approved internship program, and who are willing to pursue licensure in a timely fashion. Well-qualified candidates grounded in the scientist-practitioner model are strongly encouraged to apply. The successful candidate should have clinical training and experience, and be able to contribute to the counseling psychology and college counseling psychology programs.

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able), reprint/preprints, and a brief letter of application indicating teaching and research interests to: Dr. Charles L. Spinnor, Chair, Clinical Search Committee, F.O. Drabkin 616, Mississippi State University, Mississippi State, MS 3762-6161. Review of applications will begin November 9 and continue until the position is filled. MSU is an Affirmative Action/Equal Opportunity Employer. M01

MISSOURI

DEVELOPMENTAL PSYCHOLOGIST: Psychology Department at the University of Missouri–St. Louis seeks candidates for tenure-track developmental psychologist position. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. M02

THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF MISSOURI-COLUMBIA (MU) is inviting applications for two openings in the area of ADDICTIVE BEHAVIORS. The hires represent an institutional effort to establish one of the nation's premier research programs in the area of addiction and psychosocial determinants of addiction and substance abuse and form the foundation for a premiere predoctoral and postdoctoral training program in addiction from behavioral and social science perspectives. New faculty will be joining an already established group of addiction researchers in the Department of Psychology (Lynne Cooper, Ken Sher, Wendy Sutjeske, Tim Trull, Phil Wood) and the Department of Family and Community Medicine (Dan Longo and Dan Vinson). As part of the same institutional initiative, the Department of Family and Community Medicine will also be adding two positions in the near future. MU psychology addiction researchers are part of the new NIH-funded Missouri Alcohol Research Center (MARC) directed by Andrew Heath at Washington University School of Medicine (WUSM) and involving collaborators from WUSM, St. Louis University, the Falo Alto VA Medical Center, and the Wisconsin Institute of Medical Research. The MARC provides exciting new research opportunities in topics relevant to developmental aspects of addiction. These include genetic and neurobiological processes, the genetic epidemiology of alcoholism, mechanisms of comorbidity, quantitative methodology, and psychopharmacology. We are especially interested in individuals with interests in five areas: (1) a treatment-outcomes researcher, (2) a cognitive/affective neuroscience with expertise in the functional imaging of drug effects and/or vulnerability to addiction, (3) a cognitive/social affective researcher with expertise in decision-making, motivation, and personality, (4) a social/affective researcher with expertise in the prevention of substance use disorders or in developmental aspects of addiction (e.g., the consequences of substance involvement on adolescent and adult development). The primary criteria for filling the positions are demonstrated excellence and potential for securing extramural funding. To apply, send vita, up to five representative reprints, a cover letter that reviews your research program, a description of your research interests, and three letters of reference to: Chair, Addictions Search Committee, Department of Psychology, 210 McAlister Hall, University of Missouri–Columbia, MO 65211. Inquiries can be made to Ken Sher, 573/882-4279, Email: Sher@missouri.edu. We will begin screening applications in October 1999. Individuals with a view beginning as early as December with an anticipated start date of August 2000. The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran, or veteran of Vietnam era. M03

MONTANA

THE UNIVERSITY OF MONTANA announces a tenure-track appointment at the Assistant or Associate (tenured) Professor level to begin August, 2000 in one of the following two areas. HEALTH PSYCHOLOGY (Field I: Social and Psychological Aspects of Health). The successful candidate will assist in research on the social and psychological aspects of health. Individuals with an special-cognitive approach to understanding human motivation. Preference will be given to candidates who conduct basic research on applying in social (e.g., groups, organizations) or clinical settings. Typical teaching load is two courses per semester. The department has been in a growth mode over the last few years, with the three most recent faculty hires: Jennifer Brown, from Columbia University, SUNY-Albany, and Ohio State University. There are seven faculty, all research active and with external support (e.g., NSF, NIH, CDC), either currently or in the recent past. Faculty interests are in cognitive, learning, physiological, social, and industrial-organizational psychology. Candidates with experience in: (a) conducting research on the social and psychological aspects of health; (b) maintaining a strong research program involving graduate and undergraduate students, resulting in the publication of research in high-quality external funding, and providing leadership in the Applied Psychology graduate program; and (b) teaching undergraduate and graduate courses. Send curriculum vitae, writing samples, and three letters of recommendation to: Dr. Richard F. Martell, Search Committee Chair, Department of Psychology, University of Montana, Missoula, MT 59717-3440. The deadline for completed applications is December 15, 1999. Review of applications will continue until the position is filled. The Ph.D. or closely related field must be earned by time of employment. ADAA/AEO/ VET PREFERENCES. M01

THE UNIVERSITY OF MONTANA-MISSOULA. The Department of Psychology invites applications for a tenure-track Assistant Professor position in Applied Social Psychology. The position will begin August 1, 2000. The Psychology Department consists of 18 full-time faculty members, offers the B.A. degree in psychology, an M.A./Ed.S. degree in psychology, and a Ph.D. degree in an APA-accredited clinical program, as well as in animal behavior and developmental psychology. The department does not have an undergraduate program in social psychology. While the research area is open, research interests that complement those of the current faculty are highly desirable (please see www.coe.umt.edu/psych). In addition, we are looking for candidates who could contribute to one of the following areas: Pedagogy and teaching of Introduction to Psychology, interest in quantitative methodology and/or program evaluation. Applicants must have a Ph.D. in social psychology, evidence of scholarly research, and evidence of quality teaching experience. Review of applications will begin December 1, 1999, and continue until the position is filled. Interested applicants should submit a complete statement of scholarly interests, graduate transcripts and three letters of recommendation to: Applied Social Psychology, University of Montana, Psychology MPS01; The University of Montana; Missoula, MT 59812-9360. M01

November 1999
New York University

COGNITION

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make a tenured or tenure-track (rank open) appointment in the area of COGNITION, beginning September 1, 2000, pending budgetary and administrative approval. The successful candidate will join a diverse research faculty with training programs in clinical, cognition and perception, community, developmental, industrial/organizational, quantitative, and social psychology. For more information, visit our website - http://www.psych.nyu.edu. All candidates should have strong research programs. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Cognition Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003. Review of applications will begin December 1, 1999.

NYU encourages applications from women and members of minority groups.

New York University

QUANTITATIVE PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make a tenured or tenure-track appointment in QUANTITATIVE PSYCHOLOGY beginning September 1, 2000, pending budgetary and administrative approval. While position rank is open, junior applicants are especially sought. We are looking for candidates with a strong empirical research program in any area of psychology, strong mathematical and computational ability, and interest in teaching courses in statistics including analysis and modeling. Recruits will join a diverse research faculty in clinical, cognition and perception, community, developmental, industrial/organizational, quantitative and social psychology. For more information, visit our website - http://www.psych.nyu.edu. Those who can contribute to more than one of the department’s areas will receive special consideration. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Laurence T. Maloney, Chair, Search Committee, Department of Psychology, New York University, 6 Washington Place, 8th Floor, New York, NY 10003. Review of applications will begin December 1, 1999.

NYU encourages applications from women and members of minority groups.

Nevada

Behavior Analysis. The Psychology Department at the UNIVERSITY OF NEVADA, RENO has a position available starting Fall 2000 in the Behavior Analysis Program. The rank and area of interest are open. The Behavior Analysis Program operates on a self-capitalization model. This is a non-tenure track position, contingent on the availability of funding. The Program offers a doctoral degree in Psychology, as well as a professional masters degree. The Program also participates actively in undergraduate training. Duties include graduate and undergraduate teaching, conducting and supervising research, and developing and administering revenue-generating projects in which students are involved in practical training. Applicants must have a Ph.D. in Psychology, a strong commitment to behavior analysis, a demonstrated record of research productivity, a good teaching record, and a capacity to contribute to the development and well being of the Behavior Analysis Program. Review of applications will begin January 7, 2000. Questions, call Dr. L. J. Hayes, Chair, Search Committee, (775) 784-4958. Send a letter of application, vita, and three letters of recommendation to Peggy Hart

APS OBSERVER

November 1999
Eastern Psychological Association
Executive Officer

The Board of Directors of the Eastern Psychological Association announces a search for the position of Executive Officer. The purpose of the Eastern Psychological Association is to organize an annual meeting on the east coast of America for the exchange of information concerning scientific psychology.

Applicants should submit a resume, at least three letters of recommendation, and a detailed statement concerning their professional experiences related to the responsibilities described below.

Primary responsibilities include:

- Development of all communication materials distributed within and outside the Association;
- Negotiations with hotels and suppliers;
- Oversight of nominations, elections, and membership roster;
- Oversight of fiscal operations including dues, taxes, and annual audit;
- Coordination of local arrangements and related meeting activities;
- Solicitation of printed advertising and exhibits;
- Coordination of the Program Committee and production of the Proceedings; and
- Oversight of Association records.

These responsibilities require an average of approximately 8 hours per week, with much of the work concentrated during critical periods. EPA will provide startup and operating expenses as well as secretarial support; however, candidates will be expected to provide space at their institution or home (within the Middle Atlantic states or New England) to house the EPA office. Applicants should be knowledgeable concerning desktop publishing, database management, and optical scanning.

Top applicants will be invited for interviews in NYC in January. The Board of Directors expects to introduce the new Executive Officer during the Annual Business Meeting in Baltimore on Thursday evening, March 24, and he/she must be available to observe at the Annual Meeting on March 24-26. The initial appointment will be for 2.25 years commencing March 24, 2000, and for training purposes it will overlap the departing Executive Officer through May 30. There will also be occasional training on a per diem basis from February 1 through March 24. Initial salary will be $12,150,000 per annum, depending upon prior experience. Salary will increase with cost-of-living and as a function of performance.

Mail applications to Ralph R. Miller, President, Eastern Psychological Association, SUNY-Binghamton, Binghamton, NY 13902-6000 (607-777-2291; rmiller@binghamton.edu).

Interviewing will begin about January 15, 2000 and will continue until the position is filled.
New York University

CLINICAL PSYCHOLOGY
DEPARTMENT OF PSYCHOLOGY

The Department of Psychology seeks to make two tenured or tenure-track appointments in CLINICAL PSYCHOLOGY, broadly conceived, beginning September 1, 2000, pending budgetary and administrative approval. We seek candidates with strong, visible programs of research. At least one should be a senior candidate who will take a leadership role in re-building the clinical program in a more research-oriented direction, and integrating it more with our diverse research faculty in cognition and perception, community, developmental, organizational, quantitative, and social psychology. Candidates who contribute to the department's areas of strength may get special consideration. For more information, please visit our website: http://www.psych.nyu.edu. Please send a letter describing teaching and research interests, along with a vita, reprints or preprints, and three letters of reference to: Diane N. Ruble and Edward Seidman, Co-Chairs of Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003. Applications will be reviewed beginning December 1, 1999.

NYU encourages applications from women and members of minority groups.

The Department of Psychology at THE COLLEGE OF NEW JERSEY is seeking applicants for a tenure-track position at the rank of Assistant Professor to begin in September 2000. Principal teaching responsibilities will include Introductory Psychology (formajors and nonmajors) and the Research Methods course (for majors only). Additional course opportunities may be available based on the candidate's area of specialization. The ideal candidate will have expertise in one or more of the following areas: Cognitive Behavioral Psychology, Community Psychology, Comparative Psychology, Cross-cultural Psychology, Gerontology, Human Motivation and Emotion, and/or Sensation and Perception. Candidates are expected to have an excellent teaching record, enthusiasm for teaching Introductory Psychology, and an established research program. An earned doctorate is required. The College of New Jersey is a selective, comprehensive, residential institution recognized as one of the outstanding colleges in the country. The College, located in suburban Ewing Township, NJ, enrolls approximately 5,800 undergraduates and 900 graduate students. A review of completed applications will begin January 15, 2000, and will continue until the position is filled. Send vita and three letters of recommendation to Dr. Alan Waterman, Chair, Search Committee, Department of Psychology, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. (Phone: 609-771-2855; FAX: 609-637-5178) To enrich the diversity of our faculty, we especially encourage applications from underrepresented groups. To ensure full consideration, applications must be received by January 15, 2000. The search will continue until the position is filled. The College of New Jersey is an Equal Opportunity Employer.

NEW YORK

COGNITIVE NEUROSCIENTIST.
The Department of Psychology at the UNIVERSITY OF NEW MEXICO and the recently established National Foundation for Functional Brain Imaging in Albuquerque are seeking a Cognitive Neuroscientist at a senior level. Applicants must have a Ph.D. at the time of application with specialization in Cognitive Neuroscience. The successful candidate will have strong national and international reputation for neuroimaging research and experience in using techniques such as fMRI and MEG, teaching experience at the undergraduate and graduate levels, a successful record in training graduate students, and potential to obtain extramural funding. The appointment will be made tenured-track, preferably at the full professor level, jointly to the Department of Psychology at UNM and the National Foundation for Functional Brain Imaging. Applications will begin January 15, 2000, and continue until the position is filled. The University of New Mexico encourages applications from women and minority candidates.

NEW YORK

COLUMBIA UNIVERSITY seeks an Assistant Professor in the Department of Psychology, in the area of Cognitive Psychology. The appointment will begin July 1, 2000. Applicants should have a Ph.D. by September 1, 2000. Candidates should provide evidence of excellence in research and a highly competitive record of teaching. Review of applications will begin January 15, 2000 and continue until the position is filled. Applications should include a curriculum vitae, a statement of research interests, a teaching statement, and the names and addresses of three referees. Applicants should send their materials at the earliest possible date to: Dr. Donald E. Sackett, Search Committee, Department of Psychology, Columbia University, 3040 Broadway, New York, NY 10027. The search will continue until the position is filled. It is an equal opportunity affirmative action employer.

Plattsburgh State University of New York

Assistant Professor in School Psychology

The Psychology Department at Plattsburgh State University of New York announces a tenure-track position in School Psychology beginning Fall, 2000. Expertise in intellectual assessment, socio-emotional assessment and the assessment and treatment of learning disabilities is highly desirable. Responsibilities: Teaching graduate courses in intellectual assessment, socio-emotional assessment, learning disabilities, psychopathology, and undergraduate seminars in School Psychology; supervising School Psychology Interns and Practicum students; and supervising masters theses. Qualifications: Earned doctorate (Ph.D., Psy.D., or Ed.D.) in School Psychology from an accredited program; prior experience practicing as a school psychologist in grades K-12; certification as a School Psychologist in New York state; evidence of teaching effectiveness; evidence of an established research program; and evidence of programmatic research activity and scholarly productivity. Successful candidates must be committed to excellence in teaching in an institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of interdisciplinarity and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

Salary: Commensurate with experience and qualifications, with an excellent benefits package. The faculty of PSUNY is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The College offers generous sabbaticals, paid annual leave, a comprehensive benefits package, and retirement plans. The College offers a beautiful campus setting and cultural attractions for which the North Country of New York is known. Applications from women and minority candidates are especially encouraged. Review begins in February, 1999 and continues until the position is filled. Applications should include a CV, a statement of teaching interests and philosophy, transcripts, three letters of recommendation, reprints or preprints of relevant work, and a letter describing how they might contribute to the College. Additional information can be obtained from the Chair, Search Committee, Psychology Department, Plattsburgh State University, Plattsburgh, New York, 12901.

Salary: Commensurate with experience and qualifications, with an excellent benefits package. The College of New Jersey (part of the New Jersey Private College System) is an Equal Opportunity/Affirmative Action employer. Review of applications will begin January 3, 2000. Send letter of application, curriculum vitae, and three letters of recommendation to: Diane N. Ruble and Edward Seidman, Co-Chairs of Search Committee, Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003. Applications will be reviewed beginning December 1, 1999.
strong commitment to both graduate and undergraduate education. Applicants should submit a letter of dedication to teaching, a statement of research interests, and arrange to have three letters of reference sent to the Cognitive Psychology Search Committee, Department of Psychology, University at Albany, Social Science 112, Albany, NY 12222.

Approval of applications begins on November 15, 1999 and will continue until positions are filled. Applicants should refer to: Cognitive Search, Department of Psychology, Barnard College, Columbia University, 300 Broadway, New York, New York 10027-5808. Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds.

POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:
The Department of Psychology at the University at Albany anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. Assistant or Associate Professor (Social-Personality Psychology). The University at Albany is an Equal Opportunity/Affirmative Action employer.

POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:
The Department of Psychology at the University at Albany anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. Assistant or Associate Professor (Social-Personality Psychology). The University at Albany is an Equal Opportunity/Affirmative Action employer.

POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:
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POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:
The Department of Psychology at the University at Albany anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. Assistant or Associate Professor (Social-Personality Psychology). The University at Albany is an Equal Opportunity/Affirmative Action employer.

POSITION AVAILABLE UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK:
The Department of Psychology at the University at Albany anticipates the following tenure-track opening for appointment in Fall, 2000, contingent upon budgetary approval. Assistant or Associate Professor (Social-Personality Psychology). The University at Albany is an Equal Opportunity/Affirmative Action employer.
education, and history (see http://www.human.cornell.edu/hd/). Specific research emphases for the new appointment are open. Responsibilities include teaching three courses a year (typically two undergraduate and one graduate), supervising student research, and maintaining a vigorous, highly productive and externally-funded program of empirical research that will maintain and build the department's international reputation. Send vita, statement of research and teaching interests, representative publications, and three letters of reference to Ms. Julene Conner, Department of Human Development, Matha Van Dusen Hall, Cornell University, Ithaca, NY 14853. Cornell University is an Equal Opportunity/Affirmative Action Employer. For fullest consideration, applications must be received by January 7, 2000. NY11

THE PSYCHOLOGY DEPARTMENT AT CLARKSON UNIVERSITY invites applications for two tenure track positions at the assistant professor level. Both positions start August 16, 2000. Responsibilities include teaching two courses per semester and developing an active research program. We are particularly interested in individuals who can include undergraduates in their research program. We are seeking individuals with interests in training in the broadly defined areas of Health Psychology and Cognitive Psychology. Our strengths include the newly established Therapy Program and the Division of Health Sciences at Clarkson. In addition, the university is committed to diversity, intellectual modeling of brain and psychological processes, and/or psychophysics. Clarkson is located in a rural setting 15 miles from the Catskill Mountains and has year-round outdoor recreational opportunities. Clarkson lies within minutes of two other universities and within two hours of New York City. Students and faculty work closely with professionals in the local community. Candidates should submit a CV, research and teaching statements, sample preprints/reprints, and three letters of reference to: Search Committee, Department of Psychology, Clarkson University, Potsdam, NY 13699-5825. Clarkson is an Equal Opportunity/Affirmative Action Employer. NY12

DEVELOPMENTAL PSYCHOLOGY: Tenure-track position in developmental psychology, starting August 2000. Superior teaching skills and ability to involve undergraduates in research required. Candidates should be prepared to teach courses in adolescent development, child development, and developmental psychological methods and research. Ph.D. is required. Send vita, statement of research and teaching interests, representative publications, and three letters of recommendation to: Dr. Jennifer Dyck, Chair, Department of Psychology, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866. Skidmore encourages applications from women and minorities, and people with disabilities. NY14

SKIDMORE COLLEGE Visiting Assistant Professors The Department of Psychology invites applications for three two-year positions. We are particularly interested in individuals with interests in cognitive, developmental, and social psychology, and an advanced seminar in Health Psychology. Ph.D. is required. Applications must be postmarked by September 1, 2000. Send vita, statement of research and teaching interests, and three letters of recommendation to Dr. Jennifer Dyck, Chair, Department of Psychology, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866. Slidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds. Visit our website at http://www.skidmore.edu NY15

NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The Department of Psychology invites applications for two tenure-track positions at the level of Assistant or Associate Professor, one in clinical and one in cognitive psychology, beginning August 1, 2000. The Psychology Department at UNC-G has long-standing strengths in clinical, developmental, and social psychology and offers a Ph.D. in psychology. The Department has a long-standing commitment to enhancing our curriculum. The Department's Clinical Training has long-standing reputation as one of the most successful Boulder-Model programs that promotes broad-based scholarship, and strong research apprenticeship program, and excellence in clinical training. The collaboration between Medical Center and Arts and Science Faculty in program offers unique research opportunities for students with child, adult, and health psychology concentrations, and provides a diverse set of clinical training experiences at the Medical Center and our Psychology Clinic. Interested applicants should send vita, statement of research goals, representative articles and preprints, teaching evaluations when available, and three letters of reference to: Clinical Search Committee, Department of Psychology: SH/STEM/1C, UNCG, PO Box 26164, Greensboro, NC 27402-6164, or send to Dr. John Allen, Department of Psychology, SUNY Old Westbury, 1600 Post Office Road, Westbury, NY 11590. Applications postmarked by December 15, 1999. NY16

Assistant Professor/Clinical Psychology The Social and Health Sciences Department at DUKE UNIVERSITY is now accepting nominations for an assistant professor position in Clinical Psychology to begin September 2000. We are interested in enhancing our Clinical Training Program by recruiting a faculty member whose interests fall in the broad area of child and adolescent psychopathology. We are looking for someone who seeks to contribute to the development of psychopathology in the framework of cultural and ecological influences. Along with distinction in research, we seek candidates who are committed to participation in graduate clinical training (both research and practice) and quality teaching at the 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 Clinical Training Program is fully accredited by the APA (see http://www.uncc.edu/psychology for more information.) All candidates must have completed their Ph.D. by the date of appointment, Ph.D. must be earned at an institution with a strong independent research program, and have a commitment to teaching at both the graduate and undergraduate levels. Candidates at the Associate level must also have a clear record of success in securing extramural research funding. Applications: Candidates must have completed their doctorate. Ph.D. candidates are encouraged to apply. Send vita, statement of research goals, represent applications that combine research and teaching interests, and three letters of recommendation to: Search Committee, Department of Psychology, Box 90250, Durham, NC 27708-0250. NY17

November 1999
We invite applications from Cognitive approaches to the study of attention, emotion, development, aging, and other areas, including computational cognitive neuroscience and neuroengineering are sought. A demonstrated capability or exceptional promise for developing a first-rank, independent, externally-funded research program at the cutting edge of cognitive neuroscience is required. New faculty will hold appointments at the Associate, Assistant, and Full Professor levels in departments such as Psychology, Computer Science, Philosophy, Biomedical Engineering, Electrical and Computer Engineering or other cognate areas. We expect candidates to participate in both undergraduate and graduate education. The Center for Cognitive Neuroscience is part of an interdisciplinary initiative that includes the recently developed Brain Imaging and Analysis Center in Duke Medical School, directed by Professor Gregory College (Professor of Psychology and Neuroscience, Box 90999, Duke University, Durham, NC 27708; for courier use LSRC Bldg. Rm B203, tel. 919-668-2512; Fax 919-681-1081. Applications received by December 1, 1999 will be guaranteed consideration for positions beginning in July, 2000. General information is available at our web site http://www.duke.edu). Duke University is an Equal Opportunity/Affirmative Action Employer.

Cognitive Psychologist. The Department of Psychology at the University of North Carolina at Chapel Hill invites applications for a tenure-track position in cognitive psychology at the Assistant Professor or beginning Associate Professor level, to begin in July 2000. The area of specialty is very broad and includes, but is not limited to, reasoning, perception, memory, language, and broadly related to cognition (e.g., attention, perception, emotion, motivation, memory, or language), although an approach that relates one or more of these topics to underlying neural processes is strongly preferred. Scientists using either animals or human participants are invited to apply. Candidates for the position should have a strong record of published research and a demonstrated commitment to teaching undergraduate and graduate students, and should also have demonstrable interest and expertise in the use of information technology in teaching. The university and the department have strong commitments to the principle of diversity, and we specifically invite and encourage applications from members of ethnic minorities. Applicants should submit the following non-returnable materials: curriculum vitae; personal statement describing qualifications and research and teaching experience; and three letters of recommendation. Applications will be accepted until the position is filled.

Clinical Psychology. Duke University seeks exceptionally outstanding candidates for faculty positions in the Department of Psychology, with specific interests in the areas of Attachment, Emotion, Development, Aging, and related areas. The Department of Psychology, one of 17 departments in the Division of Clinical Health Sciences, is located in Greensboro, North Carolina. The Department of Psychology at Duke University has a strong tradition in the areas of clinical psychology, including research and teaching in the areas of clinical psychology, developmental psychology, and applied psychology. The department is part of the Duke University School of Medicine, which includes the School of Medicine, the School of Nursing, and the School of Public Health. The department is committed to excellence in research and teaching, and to providing a stimulating and supportive environment for its faculty and students. Faculty members are expected to maintain active research programs in areas related to their fields of specialization, and to contribute to the excellence of the department through participation in departmental and institutional activities. Applications from members of ethnic minorities are encouraged. The University is committed to providing equal opportunity and affirmative action for all qualified applicants and does not discriminate on the basis of race, sex, age, color, religion, national origin, sexual orientation, or disability in its programs and activities.

Equal Opportunity/Affirmative Action Employer. The Department of Psychology at Duke University has a strong commitment to diversity in all dimensions of its operations. Its faculty, students, and staff are drawn from a wide range of racial, ethnic, and cultural backgrounds, and the department is committed to fostering an inclusive and supportive environment for all members.

Cognitive Neuroscience. The Center for Cognitive Neuroscience at Duke University seeks exceptionally outstanding candidates for faculty positions in the Department of Psychology, with specific interests in the areas of Attention, Emotion, Development, Aging, and related areas. The Department of Psychology, one of 17 departments in the Division of Clinical Health Sciences, is located in Greensboro, North Carolina. The Department of Psychology at Duke University has a strong tradition in the areas of clinical psychology, including research and teaching in the areas of clinical psychology, developmental psychology, and applied psychology. The department is part of the Duke University School of Medicine, which includes the School of Medicine, the School of Nursing, and the School of Public Health. The department is committed to excellence in research and teaching, and to providing a stimulating and supportive environment for its faculty and students. Faculty members are expected to maintain active research programs in areas related to their fields of specialization, and to contribute to the excellence of the department through participation in departmental and institutional activities. Applications from members of ethnic minorities are encouraged. The University is committed to providing equal opportunity and affirmative action for all qualified applicants and does not discriminate on the basis of race, sex, age, color, religion, national origin, sexual orientation, or disability in its programs and activities.

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FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA

The Psychology Department at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in General/Experimental Psychology for Fall 2000. This individual should have research expertise in social psychology and/or quantitative methods, and must be able to teach undergraduate courses such as introductory psychology and research methods. Review of applications will begin October 15, 1999, and continue until the position is filled. AA/EOE NC7.

OHIO

THE UNIVERSITY OF AKRON is seeking a full-time Assistant Professor of Psychology (tenure-track) beginning Fall 2000, to teach undergraduate courses and advise undergraduate research theses. Courses to include sensation/perception from an introspective and experimental perspective. The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The college values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Applications will be reviewed immediately. A letter of application (including a current 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. Underscored opportunity/affirmative action employer. ND1.

TWO FACULTY POSITIONS: THE UNIVERSITY OF DAYTON invites applications for two tenure-track positions for Fall 2000.

CLINICAL PSYCHOLOGY: This position is at the beginning or assistant professor level, and requires a Ph.D. in psychology with a strong research interest in human aging coupled with expertise in biopsychology/neuropsychology. We encourage applications from individuals who have expertise in human aging coupled with knowledge/interest in intervention with older adults in applied settings. Primary teaching responsibility will be for the Psychology Department's undergraduate Clinical Psychology and Human Factors courses along with specialty courses within the applicant's area of expertise. The successful candidate will advise students and develop courses in clinical psychology. The position requires a person who can teach courses in human development and aging coupled with expertise in biopsychology/neuropsychology.

Applications: Send letter of application together with curriculum vitae and three letters of recommendation to Search Committee Chair, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. The University of Dayton is an Equal Employment Opportunity employer. Women are encouraged to apply. OH2.

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supervision of master’s theses, and research productivity are required. Strong teaching skills and a record of scholarship are expected. Send vita, a letter detailing teaching and research interests, and copies of selected reprints and/or work products, and arrange to have three letters of reference sent to: David W. Birtles, Ph.D., Chair, Comparative Human Computer Interaction Search Committee, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. Consideration of applicants will begin immediately and continue until the position is filled. The University of Dayton is the largest private university in the state of Ohio. The 18-member faculty of the Psychology Department includes individuals with disabilities, and veterans are encouraged to apply. The University of Dayton is firmly committed to the principle of diversity. OH5

MATHMATICAL PSYCHOLOGY- OHIO STATE UNIVERSITY: The Department of Psychology at Ohio State University invites applications for a faculty position in mathematical psychology. Rank is open, depending on availability of funds and qualifications of applicants. Applicants should demonstrate the ability to work with and encourage students to work with faculty and students who are interested in mathematical modeling of psychological phenomena and processes. Although we would be particularly interested in a strong research program working in the area of judgment and decision making, we are not limiting our search to that field. We invite applications from individuals in any domain of mathematical modeling in psychology. We seek applicants with a background or promise of a strong research program and a commitment to teaching both undergraduate and graduate level courses in mathematical psychology as well as in the candidate’s area of specialization. The quantitative psychology program involves a large and diverse program with 7 faculty and 8-10 Ph.D. students. Applicants should send a letter of interest, vita, and selected reprints and/or work products. Applicants for an Associate Professor position should arrange for three letters of recommendation to be sent to the address below. Applicants for an Associate or Full Professor position may arrange for letters or may submit contact information for three references. Send application materials to: Dr. Robert MacCallum, Quantitative Psychology Search Committee, Ohio State University, 1885 Neil Avenue, Columbus, OH 43210-1222. For further information contact Dr. MacCallum by email at maccallum.1@osu.edu. Applications will be reviewed beginning November 1, 1998 and the process will continue until the search is completed. The Ohio State University is an Equal Opportunity/Affirmative Action employer. OH6

ASSISTANT PROFESSOR OF PSYCHOLOGY THE OHIO STATE UNIVERSITY AT MANSFIELD invites applications from candidates who have a strong commitment to undergraduate education. Responsibilities include teaching general psychology, research methodology, social psychology, and other courses from our curriculum and maintaining an active research program that can benefit from the involvement of advanced undergraduates as assistants. The normal teaching load at this time is 7 courses distributed over three quarters. Ph.D. and teaching experience required. OH-Mansfield is a regional campus of the Ohio State University. It offers a broad range of lower division courses and complete baccalaureate programs in a few areas. The psychology department at Regional campus faculty members hold rank in the university’s psychology department and have access to all university resources. The campus is nestled in a pleasant wooded setting and has approx. 1500 students, most of them commuters. Mansfield is located a little more than one hour from both Columbus and Cleveland. The search committee consider, send vita and three letters of recommendation by January 3, 2000 to Chair, Psychology Search Committee, The Ohio State University at Mansfield, 1680 University Drive, Mansfield, OH 44906. The Ohio State University is an Equal Opportunity/Affirmative Action Employer. OH7

The Department of Psychology at KENYON COLLEGE seeks to fill a tenure-track opening in the area of Race and Ethnicity beginning July 2000. The position is tenure-track and open to the Associate Professor (tenure-track) or Full Professor (with tenure) level. Applications from candidates specializing in either clinical-neuropsychology or cognitive-behavioral psychology are encouraged. We are particularly interested in candidates whose research interests are aligned with the liberal arts curriculum of Kenyon College and whose teaching interests emphasize the education of women and minority students. A Ph.D. in clinical psychology from an APA-accredited program is required, as is a license (or eligibility for a license) to practice in Ohio. Social Psychology (Assistant Professor). Area of specialization is open. We seek a candidate with a Ph.D. in psychology who has experience working with faculty from an existing area of the department (behavioral neuroscience, clinical, cognitive, developmental, industrial/organizational) but who also has a strong commitment to teaching that social behavior is a product of environmental, cognitive, and biological/evolutionary factors. Clinic Director/Associate or Full Professor. The primary responsibilities of this fiscal year position lie in directing the Psychological Services Center, the department’s in-house clinic, that provides developmental opportunities for clinical graduate students and outreach to the community. Directing the Center involves representing it effectively to the psychology community and community agencies as well as providing clinical supervision to doctoral students, both individually and on clinical teams. As such, broad practical experiences in assessment, treatment, clinical consultation and the skills needed to liaison with community agencies and work with a diverse client population are essential. Limited teaching at the graduate or undergraduate level and
THE OHIO STATE UNIVERSITY MARION CAMPUS is seeking applications for a tenure-track Counseling or Clinical Psychology position at the Assistant Professor level. Duties emphasize teaching undergraduate and graduate courses in Counseling and Clinical Psychology, counseling practica, and student supervision, in one’s area of specialization, developing and maintaining a productive research program, which can attract external funding, and mentoring graduate students. For information about our department and our teaching and research facilities, visit our website at https://www.bgsu.edu/departments/psych. BGSU is an AA/EOE employer and encourages applications from women, minorities, veterans, and persons with disabilities.

Applications must be postmarked by December 3, 1999 to be considered. OH9

THE OHIO STATE UNIVERSITY COLUMBUS is seeking applications for a full professor in its Psychology Department. The Department is seeking a candidate with research and teaching interests in cognitive psychology, industrial/organizational psychology, and human factors. The successful candidate will teach undergraduate and graduate courses in cognitive psychology and organizational psychology. The successful candidate will be expected to develop and maintain an active research program that can attract substantial external funding, and to contribute to the Department's existing strengths in the areas of cognitive psychology, industrial/organizational psychology, and human factors. Applicants should have an active research program with a demonstrated ability to secure external funding, and a strong record of teaching excellence. Applications should be sent to: Dr. Joseph Rodgers, Search Committee, Department of Psychology, The Ohio State University, 2050 Neil Ave., Columbus, OH 43210. OH10

The Department of Psychology at OHIO UNIVERSITY is recruiting for a position in its Decision-Making and Social Psychology program. This is a new program that includes faculty in social psychology, behavioral decision-making, and cognitive psychology. The program's emphasis is on human judgment processes, focusing on both basic research as well as on applied aspects of judgment such as medical and legal decision making. The successful candidate is expected to have a Ph.D. in social psychology with a strong focus on decision making research. Interested candidates should send a letter of application, curriculum vitae, copies of recent publications, a statement of research interests, and three letters of recommendation to Frank Durso, Department Chair, Division of Social Psychology, Ohio University, Athens, OH 45701-2979. Inquiries about the position can be directed to Dr. Frank Durso, Chair, Division of Social Psychology, Ohio University, Athens, OH 45701-2979. OH8

MIAmi UNIVERSITY — SOCIAL PSYCHOLOGY positions: The Department of Psychology at Miami University expects to make two appointments in Social Psychology, at the rank of Assistant Professor, effective July 1, 1999. One appointment is for a tenured-track appointment; and 2) A one-year visiting position, with renewal for a second year possible. The successful candidate for each position must have a Ph.D. in Psychology, and an active research program. A Ph.D. is expected to provide high-quality teaching at the undergraduate level and a Ph.D. level graduate social psychology program, and to be involved in service to the department. The Social Psychology program is one of four graduate programs (along with brain and cognitive science, developmental, and clinical) in the department. Miami University is an Equal Opportunity/Affirmative Action employer and applications from women and minorities are especially welcome. (Contact: Department of Psychology, Miami University, Oxford, OH 45056. Applications will be reviewed in January, 2000 and continue until the positions are filled. OH11

HEALTH PSYCHOLOGIST, CLEVELAND STATE UNIVERSITY, Department of Psychology, invites applications for a tenure-track faculty member whose specialization is Health Psychology. The department's primary focus is on conceptualizing health psychology broadly; we are interested in receiving applications from individuals with research interests in such areas as clinical medicine, brain imaging; cognitive neuroscience; genetic counseling and testing; health issues of specific populations (e.g., women, children, older adults, populations with chronic conditions), minorities; health promotion; and public health psychology. The University has a multifaceted research and education relationship with the Cleveland Clinic Foundation, and two other major medical centers providing potential research sites are located within five miles of our campus. The rank of appointment will be Assistant Professor. Preferred starting date: August 1999. Interested candidates should send a letter of interest, a vita, three letters of recommendation, and preprints to Frank Durso, Department of Psychology, University of Oklahoma, Norman, OK 73019. Application review will continue until the position is filled. OH1

The Department of Psychology at the UNIVERSITY OF OKLAHOMA seeks applicants for four (4) tenure-track positions. Successful applicants are expected to be able to maintain active research programs, secure extramural funds, direct doctoral students, participate in undergraduate education, and integrate with existing graduate training programs in Cognitive, Social/Personality, Quantitative, Industrial/Organizational, Biological, and Developmental psychology. Applicants must have a Ph.D. by the time of appointment. Applicants from women and minorities are especially welcome. SOCIAL PSYCHOLOGY—Two (2) Assistant Professor positions. Applicants are expected to maintain active research programs in any area of social psychology would be considered although candidates with specialization in basic affective, decision making, social judgment, and human judgment are especially encouraged. (Contact: Dr. Carl Krueger, Search Committee, Department of Psychology, University of Oklahoma, 827 East Cameron Avenue, Norman, OK 73019. Preference will be given to candidates who have research programs in areas of special interest to the faculty. OH12

OKLAHOMA Post-Doctoral Fellowship position on a cooperative agreement between the UNIVERSITY OF OKLAHOMA'S Department of Psychology and the FAA's Civil Aeromedical Institute to study the relationship between personality and human factors. The position is available immediately. The successful applicant will have managerial and supervisory responsibilities and will collaborate on research with the PI and students. OH13

HUMAN-COMPUTER INTERACTION—Assistant Professor. Applicant must have a Ph.D. in cognitive psychology, social psychology, industrial engineering, human factors, cognitive ergonomics, cognitive anthropology, and be expected to develop an active research program and recruit new faculty members to the department. The University of Oklahoma has a highly diverse college of liberal arts and sciences and is an Equal Opportunity/Affirmative Action employment environment. Applicants must send a letter of interest, a vita, three letters of recommendation, and preprints to Mark Alicke, Search Committee, Department of Psychology, University of Oklahoma, Norman, OK 73019. Application review will continue until the position is filled. OH1
of Psychology, University of Oklahoma, Norman, OK, 73019. Inquiries about positions: Phone: (405) 325-4511, FAX 325-4737. The University of Oklahoma is an Affirmative Action/Social Opportunity Employer and has a policy of being responsive to dual career couples. OK2

OKLAHOMA BAPTIST UNIVERSITY Psychology Department invites applications for a tenure-track Assistant (or Associate) Professor position to begin August 2000. Teaching load is 12 hours each semester with 3 hours every other January term of the following courses: Developmental Psychology, History of Psychology, Theories of Personality, Counseling Theory and Practice, Tests and Measurements, and possibly General Psychology. Introduction to Psychology and a graduate course in Family Psychology. The position also requires academic advising of students. The ability to involve undergraduates in research is desirable. Ph.D. preferred; ABD considered. Review of applications begins immediately and will continue until the position is filled. Candidates are encouraged to submit curriculum vitae, three letters of recommendation, and a teaching statement to Dr. Oscar Jeske, Chair, Department of Psychology, Oklahoma Baptist University, Shawnee, OK 74801, OK3

OREGON THE UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track position in systems neuroscience to begin September 2000. The position is for Assistant Professor, but unusually strong applicants at a higher level will be considered. Area of research interest is open. We are seeking active researchers who are also committed to excellence in teaching. The clinical psychology program is accredited by the American Psychological Association and is composed of a research-oriented faculty with broad interests in psychology as a scientific enterprise. Send vita, reprints, and at least 3 letters of recommendation to: Clinical Search Committee, Department of Psychology, University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be submitted by December 15, 1999. The University of Oregon is committed to cultural diversity. OR2

PSYCHOLOGY, PENNSYLVANIA

The Department of Psychology at CARNEGIE MELLON UNIVERSITY anticipates a faculty opening at the Assistant or Associate Professor level in each of three areas: COGNITIVE PSYCHOLOGY, DEVELOPMENTAL PSYCHOLOGY, and SOCIAL/PERSONALITY. The Department of Psychology at Carnegie Mellon University, an internationally recognized liberal arts university which emphasizes teaching, scholarship, and active Christian commitment. Send curriculum vitae, three letters of recommendation, and a teaching statement (if available) and representative reprints (if available) to Dr. Oscar Jeske, Chair, Department of Psychology, Oklahoma Baptist University, Shawnee, OK 74801. OK3

PSYCHOLOGY, PENNSYLVANIA

The University of Oregon invites applications for a tenure-track position in developmental psychology. The position is for Assistant Professor, but unusually strong applicants at a higher level will be considered. Area of research interest is open. We are seeking active researchers who are also committed to excellence in teaching. The clinical psychology program is accredited by the American Psychological Association and is composed of a research-oriented faculty with broad interests in psychology as a scientific enterprise. Send vita, reprints, and at least 3 letters of recommendation to: Clinical Search Committee, Department of Psychology, University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be submitted by December 15, 1999. The University of Oregon is committed to cultural diversity. OR2

PSYCHOLOGY, PENNSYLVANIA

The University of Oregon is an EQUAAADA institution committed to cultural diversity. OR1

PSYCHOLOGY, PENNSYLVANIA

PSYCHOLOGY, PENNSYLVANIA

PSYCHOLOGY, PENNSYLVANIA

PSYCHOLOGY, PENNSYLVANIA

The Department of Psychology at Penn State is seeking senior level candidates for a tenure-line position in Child/Developmental Psychology. We seek individuals with outstanding records of scholarship in any area of specialization who will contribute to our nationally prominent training program in child clinical psychology. Our program emphasizes the integration of child clinical and developmental psychology through research in the Department's own Child Study Center and within the specific context of a comprehensive university. Our Department also participates in a university-wide effort designed to promote research and application across disciplines. Additional information about the Department may be found at http://psych.la.psu.edu. Send a letter of interests, vita, and recent reprints to Pamela Cole, Chair, Clinical Search Committee, Box O, Department of Psychology, Penn State University, University Park, PA 16802. Review of applications will begin immediately, and will continue until the position is filled. AA/EOE PA4

PSYCHOLOGY, PENNSYLVANIA

The Department of Psychology at Penn State is seeking candidates for a tenure-line position in Developmental Psychology, with an emphasis on social development. Outstanding scholars at any level may apply, but we are especially interested in candidates with outstanding records of scholarship in the area of social development. The specific focus in social development is open. The Department's programs in Neuroscience, Penn State University, University Park, PA 16802. For more information about the Department, visit http://psych.la.psu.edu. Send a letter of interests, vita, and recent reprints to Pamela Cole, Chair, Clinical Search Committee, Box O, Department of Psychology, Penn State University, University Park, PA 16802. Review of applications will begin immediately, and will continue until the position is filled. AA/EOE PA4

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PSYCHOLOGY, PENNSYLVANIA STATE UNIVERSITY. The Department of Psychology at Pennsylvania State University is seeking candidates for a tenure-track position in "Child Development for Education." The individual will contribute to both the Department's Child Study Center (CSC) and to Penn State's Child, Youth, and Family Consortium (CYFC). The position is available at the Assistant Professor level, beginning Fall 2000. Please send a letter outlining your qualifications and teaching experience in social psychology and development psychology to: Associate Chair, Department of Psychology, Pennsylvania State University, University Park, PA 16802. A Faculty Search Committee will review applications October 31, 1999. Send letter outlining reasons you qualify for this position, current c.v., and three letters of recommendation to: Assistant Professor Search Committee, Psychology Department, Pennsylvania State University, University Park, PA 16802. Applications should be received by January 15, 1999. Pennsylvania State University is an Equal Opportunity/Affirmative Action Employer. Women, persons of color, veterans, and the disabled are especially encouraged to apply. PA10

ASSISTANT/ASSOCIATE PROFESSOR OF SOCIAL/HEALTH PSYCHOLOGY. The Department of Social Sciences invites applications from Clinical/Health Psychologists for a tenure-track position to teach undergraduate and graduate courses in a new Health Psychology program which offers specialization in the following areas: General Health Psychology, Addiction Counseling, Rehabilitation Psychology, Biomedical Psychology, and Health Care Management. Applications must possess the doctorate in clinical psychology, have previous college-level teaching experience, and be able to contribute to both undergraduate and graduate courses in a new Health Psychology program which offers specialization in the following areas: General Health Psychology, Addiction Counseling, Rehabilitation Psychology, Biomedical Psychology, and Health Care Management. Deadline for all materials November 30, 1999. Starting date January 15, 2000. Send letter outlining reasons you qualify for this position, current c.v., and three letters of recommendation to: Dr. Richard A. Smith, Search Committee, Psychology Department, Temple University, Philadelphia, PA 19122. Temple University is an Equal Opportunity/Affirmative Action Employer. Women, persons of color, veterans, and the disabled are especially encouraged to apply. PA12

ASSISTANT PROFESSOR OF PSYCHOLOGY. The Psychology Department of SHIPPENSBURG UNIVERSITY is seeking applications for a tenure-track position at the Assistant Professor level beginning Fall 2000. We seek a prominent, highly productive scholar and teacher who will contribute to the Department's Child Development for Education Search Committee. Box 00, Department of Psychology, Shippensburg University, Shippensburg, PA 17257. Review of applications will begin immediately until the position is filled. Application and letter of interest, vita, three letters of recommendation, and an official transcript to: Dr. Robert M. Nieder, Chair, Search Committee, Psychology Department, Shippensburg University, Shippensburg, PA 17257. Shippensburg University is committed to an equal opportunity employment policy for persons including members of the faculty and staff. Applications should be received by January 15, 1999. Shippensburg University is an Equal Opportunity/Affirmative Action Employer. Women, persons of color, veterans, and the disabled are especially encouraged to apply. PA12
Candidates should be able to demonstrate excellence in teaching as well as research. Course load is 12 s.h. and involves graduate and undergraduate teaching. Candidates should be able to teach some combination of courses that contribute to the learning and motivation, sensation and perception, history and systems, and quantitative courses (statistics, experimental psychology, etc.). Ability to teach child and adolescent psychology is desirable. Send letter of interest, vita, official transcripts, and three letters of recommendation to: Salvadori, Chair, Search Committee, Department of Psychology, Kutztown University, Kutztown, PA 19530. All materials must be received by January 10, 2000. Kutztown University is an Affirmative Action/Equal Opportunity Employer and a member of the PA State System of Higher Education. PA16

Social/Personality Psychologist. The Psychology Department at Lehigh University invites applications for a tenure-track position at the assistant professor level beginning Fall 2000. Minimum qualifications are a Ph.D. with expertise in social or personality psychology and a demonstrated interest in liberal arts education. The successful candidate will be prepared to teach Cognitive Psychology, research methods and statistics, and an upper-level course such as Cognitive Development or Cognition and Aggression, and to supervise senior research projects. Teaching is the primary focus; an active program of research with student collaboration is also expected. All faculty participate in college-wide freshman/sophomore seminars that emphasize writing and speaking. Preference will be given to candidates interested in taking part in interdisciplinary programs such as Women's Studies or Neuroscience. Applications from women and minorities are encouraged. Send curriculum vitae, letter describing teaching philosophy and research interests, and three letters of reference by December 31 to Dr. Elizabeth Weiss Oszarak, Chair, Search Committee, Department of Psychology, Allentown College, Meadville, PA 16335. EOE. Women and minorities are particularly encouraged to apply. PA15

The Psychology Department of Lehigh Valley College is accepting applications for a tenure-track assistant professor position beginning in the fall of 2000. Lehigh Valley College is a small 4-year liberal arts college with approximately 1400 students located in Allentown, Pennsylvania, which is 75 minutes away from Philadelphia and 90 minutes from New York City. The successful candidate will offer a variety of undergraduate courses (including introductory psychology, child development, lifespan development, and the history and systems of psychology), graduate courses and a research program involving undergraduate and graduate students. Minority candidates are encouraged to apply. Send letter of application (including statement of research background and interests), vita, and three letters of recommendation by December 31, 1999 to: Paul DeVito, Chair, Dept. of Psychology, St. Joseph's University, 5600 City Ave., Philadelphia, PA 19131. EEO/AA/WD/V. PA20

THE UNIVERSITY OF PITTSBURGH is an Equal Opportunity/Affirmative Action Employer. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and Minorities are invited and encouraged to apply. PA22

Neuroscience Ph.D.: Ursinus College seeks to fill a newly approved Assistant Professor tenure-track position in Neuroscience for Fall 2000. Desire a broadly trained neuroscientist whose research
search focuses on human populations and interdisciplinary issues. Appropriate backgrounds include cognitive psychology, behavioral neuroscience, philosophy, or related fields. Applicants should have a commitment to undergraduate teaching and research involving students. The successful candidate will be expected to teach psychology and neuroscience courses at the undergraduate and advanced undergraduate levels. Computer expertise in the discipline is desirable. Ursinus College is a highly selective, nationally ranked, residential liberal arts college of 1200 students located about 25 miles from center city Philadelphia. Applications should be received by December 15, 2000. Materials should arrive by December 1, 2000. Inquiries should be addressed to Karen Peiffer, ARC Administrator, Institute of Psychiatry, 67 President Street, P.O. Box 250861, Medical University of South Carolina, Charleston, SC 29425. SC2

TENNESSEE

THE UNIVERSITY OF MEMPHIS Department of Psychology FACULTY POSITION IN COGNITIVE PSYCHOLOGY: Pending state funding the Department of Psychology at The University of Memphis invites applications for a tenure-track position at the Assistant Professor level in cognitive psychology. The position is available in July 2001. The Ph.D. in psychology. Recent specializations in the areas of cognitive psychology are encouraged to apply. Interested applicants should submit a letter of interest, current vita, reprints, and three letters of reference. Priority will be given to applications received prior to January 5th, 2000. Send applications to: Social Science Committee Chair (for Position 1) or Clinical Science Committee Chair (for Position 2), Department of Psychology, 415 Brackett Hall, Clemson University, Clemson, SC 29634-1511. Clemson University is an equal opportunity employer that specifically invites women and minorities to apply. SC1

Charleston Alcoholic Research Center at MEDICAL UNIVERSITY OF SOUTH CAROLINA invites applications for (Research) Assistant/Associate Professor to experience with longitudinal and Data Management. This office provides statistical analysis, experimental design, database management, and quality control support for research conducted at the Center. Director will supervise and assist in providing these services to well-funded group of investigators. Applicants should have a Ph.D. in psychology, with experience in academic or industrial setting. Ability to effectively communicate technical results to applied researchers is required. Further details and a description of the position are available from: Robert Peiffer, ARC Administrator, Institute of Psychiatry, 67 President Street, P.O. Box 250861, Medical University of South Carolina, Charleston, SC 29425. SC2

SOUTH CAROLINA

CLEMSON UNIVERSITY Department of Psychology invites applications for two full-time, tenure-track faculty positions at the Assistant or Associate Professor level beginning Fall 2000. Position 1: Contingent on availability of funds, we seek a Research Health Psychologist with interests in Industrial/Organizational, Human Factors and/or Health Psychology. Qualifications: Applicants should have a Ph.D. in psychology. Candidates with a strong background in learning theory, specific content area is open but fit of content area with department needs will be considered. A research background, with a coil or queen is required. The qualim is used to assess communication skills and research and teaching competence. Finalists will be selected after completion of on-campus interviews. HOW TO APPLY: Applications should be received by January 15, 2000, for full consideration. Letters of application, vita, three letters of reference, and supporting materials should be sent to: Dr. Dave Grover, Chair, Learning Science Committee, Uhler Hall, Department of Psychology, IUP, Indiana, PA 15705. Additional information about the department and these positions is available at the department's website (http://www.iup.edu/psych). Women, people of color, and members of other underrepresented groups are especially encouraged to apply. IUP is an Affirmative Action/Equal Opportunity Employer committed to excellence through diversity. PA25

RHODE ISLAND

HUMAN COGNITION, BROWN UNIVERSITY: The Department of Cognitive and Linguistic Sciences invites applications for a tenure-track position in Experimental Psychology - Learning (Assistant Professor). Initial appointments are for August, 2000. Teaching duties will include an undergraduate learning course with lab (non-animal). Additional assignments will be based on candidates' expertise and may include lab and non-lab courses in research methods. A commitment to excellence in both undergraduate and graduate education and research is essential, with an active initiative in any form of scholarly activity, including grant writing, is encouraged. The current department of 23 offers an APA-accredited Master's degree in Clinical Psychology, and it follows a practitioner model of training with a strong commitment to science-based education. Applications are encouraged from candidates who have at least two years of experience teaching and mentoring graduate students. Preference will be given to applications received prior to January 5th, 2000. Send applications to: Search Committee, Department of Psychology, Brown University, Providence, RI 02912, by December 15, 1999. Brown University is an Equal Opportunity/Affirmative Action Employer. RI1

November 1999
TEXAS

The Department of Psychology and Neuroscience at BAYLOR UNIVERSITY is accepting applications for three tenure-track positions at the Assistant Professor Level. Each position requires graduate and undergraduate teaching as well as an active program of research. One CLINICAL position requires teaching and involvement in Baylor's university-based Psy.D. program in clinical psychology as well as the department's undergraduate program. Applicants should have graduated from an APA-accredited Ph.D. program in clinical psychology and have completed an APA-approved internship. The successful applicant will be licensed eligible in Texas. We are seeking candidates with strengths in cognitive neuropsychology, neuropsychological assessment, geropsychology, organizational consultation, administration of mental health delivery systems, chronic mental illness, adolescence, substance abuse, especially women and persons with disabilities, and with tenure. The University of Memphis is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities. TN1

Quantitative Position Description

The Department of Psychology and Human Development at Peabody College, VANDERBILT UNIVERSITY, invites applications for a tenure line position in Quantitative Methods. Our preference is for an Assistant Professor (tenure track) but outstanding candidates at the Associate and Full Professor levels will also be considered. Also, preference will be given to individuals who have strengths and interests in the analysis of psychological data, development of numerical algorithms, and programming. Areas of expertise include: analysis of longitudinal data, hierarchical linear modeling, structural equation modeling, categorical data analysis, and computational modeling. Responsibilities include teaching at both the graduate and undergraduate levels, independent research, as well as active participation in the ongoing research activities of the Department and the various research centers at the College, e.g., the John F. Kennedy Center for Research and Human Development. The review of applications will begin on November 1, 1999 and will continue until the position is filled. Send curriculum vitae, three letters of recommendation, and reprints/preprints to: Dr. Art Cardy, Professor and Search Committee Chairman, Department of Psychology, Campus Box 52430, The University of Tennessee, Knoxville, TN 37996-4300. The University of Tennessee is an Equal Opportunity/Affirmative Action Employer. TN2

PSYCHOLOGY. Industrial/Organizational Psychologist. TEXAS A&M UNIVERSITY anticipates a tenure-track assistant professor position starting Fall 2000. The position entails commitment to an active, independent research program and effective teaching at the graduate and undergraduate levels. We are seeking candidates with strong doctoral training in Industrial/Organizational Psychology (e.g., leadership, motivation, job satisfaction, group behavior in the workplace, etc.) or Personnel Psychology (e.g., training, performance appraisal, and related quantitative topics). Texas A&M offers a strong interdepartmental research support system, curriculum vitae, a letter of recommendation, examples of research statement, statement of teaching interests, evidence of teaching effectiveness, and have placed a high priority on the timely filling of this position. Applications should be submitted to: Winfred Arthur, Jr., I/O Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4255. E-mail address: wua@psyc.tamu.edu. Review of applications will begin November 1, 1999 and will continue until the position is filled. Texas A&M is an Equal Opportunity/Affirmative Action Employer. TX3

The Department of Psychology at TEXAS A&M UNIVERSITY: serves over 3,500 students as they prepare for careers as professional psychologists, as researchers, and as psychologists in non-research settings. The Department has a strong research focus in the area of developmental psychopathology, and evidence of teaching excellence in introductory psychology and developmental psychology is essential. Positions in basic and applied research in infancy, curiosity and perceptual development are especially encouraged to apply. It is also expected that the successful candidate will teach a specialty course related to his/their area of research. Completed applications will be considered until the position is filled. Send a curriculum vitae, a letter of interest, and three letters of reference to: Professor William Graziano, Department of Psychology, Texas A&M University, College Station, Texas 77843-4255. E-mail address: wga@psyc.tamu.edu. Review of applications will begin December 1, 1999, but will continue until the position is filled. Men and women are encouraged to apply. Texas A&M is an Equal Opportunity/Affirmative Action Employer. TX4
Professor Level. Area of specialization within cognitive is open, but we are especially interested in candidates whose expertise complements our existing strength in cognitive, bilingual, and cross-cultural research. Possible focal areas include, but are not limited to, aspects of conceptual functioning, memory, language, problem solving, and metalinguistic awareness. Candidates must be able to help this person develop independent research programs and secure funding. Qualified applicants should send vitae to Susan H. Landry, PhD, 7000 Fannin, Ste. 2401, Houston, Texas 77030. TX7

ANGELO STATE UNIVERSITY. The Department of Psychology invites applications for a tenure-track position in Industrial-Organizational (I-O) Psychology, effective August 2000. A Ph.D. in Psychology is required. Salary range is $30,000 to $40,000. Assistant Professor rank is preferred. Review of applications will begin November 15, 1999 and continue until the position is filled. The University is committed to the values of Catholic higher education. Women and minorities are encouraged to apply. AA/EEO TX9

THREE ASSISTANT PROFESSORS TENURE TRACK POSITIONS AT THE UNIVERSITY OF NORTH TEXAS (TWO search interests in childhood development and one in CLINICAL). Responsibilities for all three scientist-practitioner positions include: establishing a research program; teaching graduate and undergraduate-level courses; providing practicum supervision; and thesis/dissertation supervision. Evidence of the ability to sustain an externally-funded research program is required. Applicants must have a Ph.D. in psychology and programmatic interests in the area of childhood development. Positions will begin January 3, 2000. ASU is an Equal Opportunity/Affirmative Action Employer. TX8

Assistant or Associate Professor of Psychology. The Interdisciplinary Doctoral Program in Leadership Studies and the Psychology Department will collaborate on several state-fledged funded research projects on early childhood development and implementation of early childhood programs. Responsibilities include, but are not limited to, helping to develop and teach programs in developmental psychology and applied research. Send vita, letter of interest, and three references to: Dr. Larry Schneider, Director of Counseling Psychology, Box 11097, San Angelo, TX 76907. Applications will be accepted until January 31, 2000. The University of the Incarnate Word is an Equal Opportunity/Affirmative Action Employer. TX5

UNIVERSITY OF TEXAS-HOUSTONHEALTHSCIENCE CENTER. This position is comprised of teaching and research responsibilities. Position requires the ability to help this person develop independent research programs and secure funding. Qualified applicants should send vitae to Susan H. Landry, PhD, 7000 Fannin, Ste. 2401, Houston, Texas 77030. TX6

UNIVERSITY OF TEXAS-HOUSTONHEALTHSCIENCE CENTER. The Psychology Department seeks a Faculty Fellow: A 2 year funded fellowship in areas related to early childhood development, early childhood programming, and parenting, is available immediately. Applicants should be interested in developmental research issues related to child and family development. Clinical training is preferred but not required. Salaries and fringe benefits vary. Send vita and letter of interest to: Susan H. Landry, PhD, Professor, Dept. of Pediatrics, University of Texas-Houston Health Science Center, 7700 Fannin, Ste. 2401, Houston, TX 77030. TX7

UNIVERSITY OF TEXAS-HOUSTONHEALTHSCIENCE CENTER. The Psychology Department is seeking a qualified applicant for a two-year, funded, postdoctoral fellowship. Postdoctoral Fellow: A 2 year funded fellowship in areas related to early childhood development, early childhood programming, and parenting, is available immediately. Possible focal areas include, but are not limited to, aspects of conceptual functioning, memory, language, problem solving, and metalinguistic awareness. Candidates must be able to help this person develop independent research programs and secure funding. Qualified applicants should send vitae to: Susan H. Landry, PhD, Professor, Dept. of Pediatrics, University of Texas-Houston Health Science Center, 7700 Fannin, Ste. 2401, Houston, TX 77030. TX6
mate and a low cost of living. Review of applications will begin December 1, 1999 (Counseling) or January 6, 2000 (other positions) and will continue until positions are filled. Letters of recommendation to "appropriate" Search Committee, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999 or until position is filled. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minority are encouraged. VA3

The UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY, seeks applications for a CHAIRLED SENIOR FACULTY POSITION in AGING AND LIFECYCLE DEVELOPMENT. This appointment is to begin Fall of 2000. Applicants with a Ph.D. degree, a commitment to teaching and an internationally recognized research program in any area of aging are encouraged to apply. Send curriculum vitae and three references to: Chair, Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999 or until position is filled. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VA4

The UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY, seeks applications for a CHAIRLED SENIOR FACULTY POSITION in AGING AND LIFECYCLE DEVELOPMENT. This appointment is to begin Fall of 2000. Applicants with a Ph.D. degree, a commitment to teaching and an internationally recognized research program in any area of aging are encouraged to apply. Send curriculum vitae and three references to: Chair, Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Deadline for receipt of applications is November 15, 1999 or until position is filled. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VA4

ANIMAL LEARNING PSYCHOLOGIST, THE COLLEGE OF WILLIAM & MARY Department of Psychology is seeking applicants for a tenure-track position at the Assistant Professor level. Applicants with a Ph.D. degree and a commitment to teaching and an internationally recognized research program in any area of animal learning are encouraged to apply. Send curriculum vitae and three references to: Chair, Search Committee, Department of Psychology, College of William & Mary, Psychology, 7137, Williamsburg, VA 23185. Deadline for receipt of applications is November 15, 1999 or until position is filled. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VA5

APPS OBSERVER November 1999

UTAH

COGNITIVE NEUROPSYCHIATRIST, UTAH The Cognition and Neural Sciences area in the Department of Psychology is seeking applicants for a tenure-track position at the Assistant Professor level. The successful candidate will have a strong background and demonstrated research in human cognition with an emphasis on brain-behavior relationships. For example, in addition to basic cognitive research with normal populations, he/she might work with special populations (e.g., individuals with developmental disorders or minority groups). A record of publication in health psychology and behavioral medicine, and experience in the context of cancer-related issues and interdisciplinary research centers will be given priority. The Psychology Department is housed in a recently renovated, state-of-the-art facility with programs in Clinical, Cognition and Neural Sciences, Developmental, and Social, as well as specialized programs in Health, Neuropsychology, and Clinical Child and Family. The University of Utah has an enrollment of over 26,000 students, and it is located in beautiful Salt Lake City, the metropolitan area near the Wasatch Mountains. Interested applicants should submit vita, reprints, and statements of research and teaching interests, and arrange for at least three letters of recommendation to be sent to: Dr. Carol Sansone (e-mail: sansone@psych.utah.edu), Department of Psychology, Behavioral Sciences Building, 390 S. 1530 E. Rm. 509, University of Utah, Salt Lake City, UT 84112-0251. The University of Utah is an AA/EO employer. The deadline for receipt of applications is November 15, 1999. UT2

VERMONT

BEHAVIORAL NEUROSCIENCE: The Department of Psychology at the UNIVERSITY OF VERMONT invites applications for a tenure-track position at the level of Assistant Professor in Behavioral Neuroscience. Research interests should complement current faculty research and should support the area of analyses of learning, memory and/or emotion. The candidate is expected to establish an independent research program, to teach undergraduate and graduate courses in specialty areas of behavioral neuroscience and to supervise undergraduate and graduate student research. Post-doctoral experience is highly desirable. We are committed to increasing the diversity of our faculty and welcome applications from women and underrepresented ethnic, racial and cultural groups from people with disabilities. Information is available in alternative form, on request. Deptartmental information can be found at www.cvmc.edu/psychology/vtweb VW. Submit vita, representative publications, statement of research and teaching interests, and three letters of recommendation to: Search Committee, Department of Psychology, The University of Vermont, Burlington VT 05405-0134. The review process will begin on December 1, 1999. The University of Vermont is an Affirmative Action/Equal Opportunity Employer. VT1

PSYCHOLOGY Department at WASHINGTON AND LEE UNIVERSITY invites applications for a tenure-track position in the 2000-01 academic year from individuals with strong background in one or more of these areas: psychopathology, personality, social, or health psychology. Teaching responsibilities include basic courses in at least two of these areas, and courses in other areas. Review of applications will begin upon receipt. Please send CV, 3 letters, selected reprints, a teaching statement, and evidence of teaching effectiveness and interests, to: Department of Psychology, Search Committee, Washington and Lee University, Lexington, VA 24450-0303. Applications from women and minority are encouraged. VA2
NATIONAL SCIENCE FOUNDATION Division of Behavioral and Cognitive Sciences Employment: Program Directors for Behavioral and Cognitive Science, NSF. The National Science Foundation is seeking applications for three Program Director positions. Each appointment will be initially for a period of one year and may be reappointed. Each Program Director has an office based in Virginia. The Program Director for Human Cognition and Perception is responsible for administering the review of research proposals in the area of human cognition and perception. Applicants must have a Ph.D. in psychology, cognitive science, or a related discipline, and must be active in scientific research in the area of human cognition and perception. This appointment is to begin Fall, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience will join the Human Cognition and Perception Program in Fall, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience is responsible for administering the review of research proposals in the area of human cognitive neuroscience. Applicants must have a Ph.D. in psychology, cognitive science, neuroscience, or a related discipline, and must be active in scientific research in some area of human cognitive neuroscience. This appointment is to begin Fall, 2000, or as soon as possible thereafter. The Program Director for Human Cognition and Perception is responsible for administering the review of research proposals in the area of human cognition and perception. Applicants must have a Ph.D. in psychology, cognitive science, or a related discipline, and must be active in scientific research in the area of human cognition and perception. This appointment is to begin Fall, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience will join the Human Cognition and Perception Program in Fall, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience is responsible for administering the review of research proposals in the area of human cognitive neuroscience. Applicants must have a Ph.D. in psychology, cognitive science, neuroscience, or a related discipline, and must be active in scientific research in some area of human cognitive neuroscience. This appointment is to begin Fall, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience will join the Human Cognition and Perception Program in Fall, 2000, or as soon as possible thereafter.

PERSONALITY PSYCHOLOGY: THE COLLEGE OF WILLIAM & MARY Department of Psychology is seeking an appointable, and women) are encouraged to apply. VA7

EXPERIMENTAL PSYCHOLOGIST. The Department of Psychology at LONGWOOD COLLEGE announces a tenure-track Assistant Professor position beginning August 2000. We are seeking a candidate with a Ph.D. in Experimental Psychology with teaching or research expertise in Sensation and Perception in the cognitive areas of learning and development. The Department of Psychology is in the planning phase of a new classroom and laboratory facility. Longwood College is a residential, coeducational comprehensive state institution with more than 3400 students and 168 faculty members. Located in the Heart of Virginia, Longwood College is 66 miles southwest of Richmond and 130 miles east of Charlottesville. It is ranked as one of the top ten regional public schools in the South in the new 1999 U.S. News and World Report Best Colleges edition. Faculty have the opportunity to conduct research and teaching within the cognitive areas of learning and development. The Department of Psychology is in the planning phase of a new classroom and laboratory facility. Longwood College is a residential, coeducational comprehensive state institution with more than 3400 students and 168 faculty members. Located in the Heart of Virginia, Longwood College is 66 miles southwest of Richmond and 130 miles east of Charlottesville. It is ranked as one of the top ten regional public schools in the South in the new 1999 U.S. News and World Report Best Colleges edition. Faculty have the opportunity to conduct research and teaching within the cognitive areas of learning and development. The Department of Psychology is in the planning phase of a new classroom and laboratory facility. Longwood College is a residential, coeducational comprehensive state institution with more than 3400 students and 168 faculty members. Located in the Heart of Virginia, Longwood College is 66 miles southwest of Richmond and 130 miles east of Charlottesville. It is ranked as one of the top ten regional public schools in the South in the new 1999 U.S. News and World Report Best Colleges edition. Faculty have the opportunity to conduct research and teaching within the cognitive areas of learning and development.

ASSISTANT PROFESSOR, COUNSELING PSYCHOLOGY PROGRAM VIRGINIA COMMONWEALTH UNIVERSITY The Department of Psychology at Virginia Commonwealth University is seeking a full-time, non-tenure track Assistant Professor appointment (entry-level position) to its Counseling Psychology Program, starting in the fall of 2000. We expect the successful candidate to have a demonstrated track record of research in one of our program's areas of strength. Those strengths include: promoting prosocial skills across the lifespan (e.g., youth, adult, pain, marriage, family, career); health psychology/behavioral medicine; and community-based interventions. Requirements for this position include: a Ph.D. from an APA-accredited Counseling or Clinical Psychology program, and a well-focused program of research which suggests that VCU would be a likely. Potential for obtaining external funding for research is also essential. The successful candidate should have excellent teaching potential and be expected to teach under- and graduate courses, as well as to commit to mentoring graduate students. A strong commitment to training within the scientist-practitioner model is essential, as well as interest in clinical and applied research and skill in counseling supervision and eligibility for Virginia licensure are essential. The counseling psychology program is APA-accredited and includes eight faculty members and 38 graduate students. It is situated in a psychology department that also has an APA-accredited Ph.D. program in Clinical Psychology. A Ph.D. program in Experimental Psychology with separate emphases in Developmental, Biopsychology, and Social. The department has over 900 undergraduate public school students and 130 graduate students, and awards about 20 doctorate degrees annually. The department has a strong college environment, excellent field training opportunities, and support for research and teaching activity. It operates its own mental health training center and has a number of training and research grants being conducted in the community. Department faculty have a broad range of research and intervention interests, but they are concentrated in areas that include: anxiety, depression, stress, family therapy, community interventions, and child-marriage-family. The Department has maintained a tradition of collaborative research with faculty from other departments and the College of Education at the Virginia Commonwealth University campus at VCU. Opportunities for interdisciplinary research abound and are strongly encouraged. All faculty are expected to contribute to both graduate and undergraduate education. Applicants should submit a curriculum vitae, reprints or preprints, a statement of current research and teaching interests, and three letters of reference to: Faculty Search Com
DEPARTMENT OF PSYCHOLOGY: The Psychology Dept. at RANDOLPH-MACON COLLEGE invites applications for a tenure-track faculty position at the Assistant Professor level beginning August, 2000. Doctoral degree in Psychology required. Applicants will be expected to teach Child Development (with laboratory), Research Methods, General Psychology, and their area of specialization within the candidate's area of expertise. In addition to having a strong commitment to undergraduate teaching in a liberal arts context (e.g., interdisciplinary teaching), applicants should have a well-articulated plan for research that easily incorporates collaboration with undergraduate students. The successful candidate will join a Dept. consisting of 7 faculty members and appx. 30 graduating seniors per year. Randolph-Macon is a small liberal arts college with an enrollment of appx. 1150 students; it is located in the historic town of Ashland, VA which is 10 miles north of Richmond and appx. 30 miles south of the Virginia Beach and the Blue Ridge Mountains. Please send a letter of application, vita, reprints, teaching evaluation summaries (when available) to Dr. Kelly Lambert, Chair, Psychology Search Committee, P.O. Box 5005, Randolph-Macon College, Ashland, VA 23005-5005. Review of applications will begin on Dec. 15, 1999 and continue until the position is filled. Randolph-Macon College is an Equal Opportunity Employer. VA11

WASHINGTON

DEPARTMENT OF PSYCHOLOGY Assistant or Associate Professor: Perception. The Department of Psychology at WESTERN WASHINGTON UNIVERSITY is seeking candidates for an assistant or associate professor, tenure track position in Perception to begin September 2000. Candidates will be expected to teach a range of undergraduate courses in Perception, and to develop a research program that produces evidence of success in teaching and research, and is competitive for external funding. Applicants must have a doctorate in psychology completed by September 2000, evidence of successful teaching, an active research program that includes data collection and publication, and a commitment to building a diverse, broadly trained faculty and staff. Inquiries should be sent to: Dr. Paul Schnabel, Chair, Psychology Department, Western Washington University, Bellingham, WA 98225. Applications will be accepted until December 1, 1999. Western Washington University is an equal opportunity / affirmative action employer. WA1

DEPARTMENT OF PSYCHOLOGY Assistant Professor: Social Psychology. The Department of Psychology at WESTERN WASHINGTON UNIVERSITY is seeking candidates for an assistant professor position in Social Psychology to begin September 2000. Candidates will be expected to teach a range of undergraduate courses that include Social Psychology and Social Psychology seminar, and to develop a research program that produces evidence of success in teaching and research, with an active research program that includes data collection and publication. Applicants must have a doctorate in psychology completed by September 2000, evidence of successful teaching, an active research program that includes data collection and publication, and a commitment to building a diverse, broadly trained faculty and staff. Inquiries should be sent to: Dr. Paul Schnabel, Chair, Psychology Department, Western Washington University, Bellingham, WA 98225. Applications will be accepted until December 1, 1999. Western Washington University is an equal opportunity / affirmative action employer. WA2

DEPARTMENT OF PSYCHOLOGY Assistant Professor: Social Psychology. The Psychology Department at WHITMAN COLLEGE seeks candidates for an assistant professor position beginning Fall 2000. WHITMAN College is a private liberal arts residential college with a highly select student body and a small and supportive faculty. The successful candidate will join a small department with a concentration in social psychology. The candidate will teach a range of undergraduate courses that include Social Psychology and Seminar in Social Psychology. Other undergraduate courses might include Introduction to Psychology, Research Methods and Statistics. The candidate should also be prepared to teach courses in a Masters level graduate program in General Psychology to include courses and Seminars in Cognitive Psychology, Neurosciences, Research Methods and Statistics. Applicants must have a doctorate in cognitive neuroscience or related areas completed by September 2000, evidence of successful teaching, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The candidate will be expected to teach a range of undergraduate courses that includes Seminar in Perception and Sensation and Perception. Other undergraduate courses might include Introduction to Psychology, Research Methods, and Design. Applicants must have a doctorate in psychology completed by September 2000, evidence of successful teaching, an active research program that includes data collection and publication, and a commitment to building a diverse, broadly trained faculty and staff. Inquiries should be sent to: Dr. Paul Schnabel, Chair, Psychology Department, Western Washington University, Bellingham, WA 98225. Applications will be accepted until December 1, 1999. Western Washington University is an equal opportunity / affirmative action employer. WA3

The Psychology Department at WHITMAN COLLEGE seeks one junior and one mid-career tenure-track faculty beginning August, 2000. Areas of specialization are open, but candidates should have experience conducting empirical research, and an active program of scholarship that will have high quality undergraduate participation. Responsibilities include teaching, research advising, and faculty governance. Ph.D. required. Please send evidence of excellent teaching (including student evaluations) and research skills, statement about approaches to teaching and research, and three letters of recommendation to: Dr. Steve Rubin, Chair of Search Committee, Department of Psychology, 265 Boyer Avenue, Whitman College, Walla Walla, WA. 99362. Deadline: Nov. 16, 1999. Whitman College is a private liberal arts residential college with a highly select student body and a small and supportive faculty. The successful candidate will join a small department with a concentration in social psychology. The Psychology Department at WHITMAN COLLEGE seeks candidates for an assistant professor position beginning Fall 2000. WHITMAN College is a private liberal arts residential college with a highly select student body and a small and supportive faculty. The successful candidate will join a small department with a concentration in social psychology. The candidate will teach a range of undergraduate courses that include Social Psychology and Seminar in Social Psychology. Other undergraduate courses might include Introduction to Psychology, Research Methods, and Design. Applicants must have a doctorate in psychology completed by September 2000, evidence of successful teaching, an active research program that includes data collection and publication, and a commitment to building a diverse, broadly trained faculty and staff. Inquiries should be sent to: Dr. Paul Schnabel, Chair, Psychology Department, Western Washington University, Bellingham, WA 98225. Applications will be accepted until December 1, 1999. Western Washington University is an equal opportunity / affirmative action employer. WA4

UNIVERSITY OF WASHINGTON FACULTY POSITION The Department of Psychology expects to fill one tenure-track assistant professor position in the area of CHILD CLINICAL PSYCHOLOGY. Areas of research and clinical specialization are open with the exception that we seek to expand our program beyond the areas of expertise currently offered by our faculty. Applicants are expected to have demonstrated excellence in empirical research and publication and will be expected to provide high quality teaching at both the undergraduate and graduate levels and high quality clinical training at the graduate level. We seek candidates who are trained in the scientist-practitioner model and who adopt a developmental perspective in his or her research, teaching and clinical training. To apply, send a detailed statement of research, clinical expertise, and teaching interests, a curriculum vitae, not
more than three reprints or preprints, evidence of teaching effectiveness, and at least three letters of recommendation to: Child Clinical Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by January 1, 2000 will receive full consideration. Ph.D. required by date of appointment. The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.

UNIVERSITY OF WASHINGTON FACULTY POSITION The Department of Psychology expects to fill one tenure-track assistant professor position in the area of CLINICAL PSYCHOLOGY with a research specialization in conducted disorders. The position is open, and research specialization is open. The Department is seeking a scientist-practitioner model. The successful candidate should have research interests and training goals that combine effectively with those of the existing faculty of the department's Clinical Psychology Area. To apply, submit a letter of application, curriculum vitae, statement of teaching interests and goals, evidence of teaching effectiveness, and at least three letters of recommendation to: Clinical Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications must be received by December 15, 1999 will receive full consideration. Ph.D. required by date of appointment. Exceptional candidates at the associate professor and full professor levels may also be considered. If they also have a demonstrated record of mentoring under-represented students (students of color and women). The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.

POSTDOCTORAL FELLOWSHIP A two-year opportunity for research and teaching in the psychology of adolescent and adult antisocial behavior is high. Fast Track is now in its 5th year and has amassed longitudinal data on a large, ethnically and geographically diverse sample of children. The children are currently ages 7-9. A representative sample of children from the control schools in the intervention project has been followed continuously, along with the high-risk intervention and control samples. Currently, intervention continues through grade 10. Previous research experience with youth with conduct problems (related problems) and/or prevention intervention with youth is preferred. This position is particularly suited for someone with quantitative strengths and interests. The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.

WISCONSIN UNIVERSITY OF WISCONSIN-MADISON Post-doctoral position available for two or three years to work in the Laboratory for Affective Neuroscience and the newly established Center for Mind-Body Interaction at Wisconsin on psychophysiological, functional and structural neuromaging studies of emotion and affective style. Opportunities are available to work on a range of projects exploring the neural basis of emotion and attention. Applicants should have a Ph.D. in Psychology, Organizational Behaviour or equivalent field, and published research. Candidates with experience in either personal or organizational psychology and an interest in affective disorders are encouraged. Responsibilities include research, undergraduate and graduate teaching, supervising graduate students, and administration. For additional information about our department see our website at: http://arts.wisconsin.edu/wells/jobs.htm. Northland College is an Affirmative Action/Equal Opportunities Employer.

CANADA THE UNIVERSITY OF WATERLOO Faculty Position Available Applications are being accepted to fill a post-doctoral position in psychology, with the emphasis on social, emotional and cognitive aspects of the development of children from the control schools in the intervention project has been followed continuously, along with the high-risk intervention and control samples. Currently, intervention continues through grade 10. Previous research experience with youth with conduct problems (related problems) and/or prevention intervention with youth is preferred. This position is particularly suited for someone with quantitative strengths and interests. The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.

ASSISTANT PROFESSOR OF PSYCHOLOGY—NORTHLAND COLLEGE, the environmental liberal arts college located in the midst of national parks and forests on the shores of Lake Superior in beautiful northern Wisconsin, announces a permanent, tenured-track, faculty position in psychology. Undergraduate and graduate courses include community and clinical psychology, and senior capstone projects. The successful candidate must have a Ph.D. in psychology, with specialization in social, emotional and cognitive aspects of the development of children, families, and schools for whom risk for serious and chronic antecedent and prevention of conduct problems and related problems is available at the UNIVERSITY OF WASHINGTON. Preferred start date is January 1, 2000, although this is negotiable. The University of Washington is one of four sites involved in the implementation of the Fast Track project, an NIMH-funded project involving researchers from the University of Wisconsin-Madison, the University of North Carolina-Chapel Hill, the University of Minnesota, and the University of Washington.

Kunin-Lunenfeld Applied Research Unit (KLARU), Baycrest Centre for Geriatric Care (fully affiliated with UNIVERSITY OF TORONTO) Two-year research fellowship in the following areas: psychology, speech and communication, occupational therapy, medicine, and nursing. The University of Toronto, located in the city of Toronto, Ontario, is a comprehensive research university, including schools of arts and sciences, medicine, engineering, and health sciences. The University 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 funding. Applications are invited from qualified individuals with a strong background in research and teaching in any discipline relevant to gerontology. Applicants should have a Ph.D. in Psychology, Organizational Behaviour or equivalent field, and published research. Candidates with experience in either personal or organizational psychology and an interest in affective disorders are encouraged. Responsibilities include research, undergraduate and graduate teaching, supervising graduate students, and administration. For additional information about our department see our website at: http://arts.watwaterloo.ca/psychology/Salary range commensurate with qualifications and experience. Applications must be submitted by December 31, 1999. No applications will be reviewed after this date. Applications should include a cover letter describing current research interests and future research goals, and also arrange to have a letter of reference sent independently by December 31, 1999, to: Dr. D.L. Streiner, Director, KLARU, Fax: (416) 738-4230; E-mail: dstreiner@rotman-baycrest.on.ca.

Rotman Research Institute, Baycrest Centre for Geriatric Care (fully affiliated with UNIVERSITY OF TORONTO) Two-year research fellowship in neuropsychiatry, cognitive neuroscience, cognitive neuropsychology, behavioural neuroscience (board certified or eligible in neurology), and applied clinical research. Techniques used may include structural and functional imaging and experimental, cognitive, and neuropsychological assessment procedures. The Rotman is dedicated to basic and clinical research in the field of psychiatry, with a focus on neurobiological research. Applications are invited from qualified individuals with a strong background in research and teaching in any discipline relevant to gerontology. Applicants should have a Ph.D. in Psychology, Organizational Behaviour or equivalent field, and published research. Candidates with experience in either personal or organizational psychology and an interest in affective disorders are encouraged. Responsibilities include research, undergraduate and graduate teaching, supervising graduate students, and administration. For additional information about our department see our website at: http://arts.watwaterloo.ca/psychology/Salary range commensurate with qualifications and experience. Applications must be submitted by December 31, 1999. No applications will be reviewed after this date. Applications should include a cover letter describing current research interests and future research goals, and also arrange to have a letter of reference sent independently by December 31, 1999, to: Dr. D.L. Streiner, Director, KLARU, Fax: (416) 738-4230; E-mail: dstreiner@rotman-baycrest.on.ca.

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Alzheimer's day care program, supported seniors apartment residence, community centre for older adults and day hospital. Burseries are in line with the fellowship scales of MRC Canada, and free of co-pay for travel/research expenses. Minimum of 80% of each fellow's time will be devoted to research and related activities (behavioural neuroscience research, 50% clinical). Applicants should have a Ph.D. or M.D. Baycrest encourages applications from qualified individuals, members of visible minorities,aboriginal peoples, persons with disabilities. Submit a C.V. reprints, covering letter describing research interests and research goals, and have three letters of reference sent independently by December 31, 1999 to: Dr. C. Grady, Chair, Education Committee. Fax: (416) 785-2474; E-mail: cgrady@rotman.baycrest.on.ca. C24

YORK UNIVERSITY, Faculty of Arts, Department of Psychology. Applications are invited for a tenure-track position at the Assistant Professor level in the area of Developmental and Cognitive Processes. We are seeking a candidate with expertise in cognitive development, particularly in pre-school age. We are particularly interested in candidates doing theory-guided research on problems related to education in normal and/or special populations but will consider applications in all areas of cognitive developmental research. Duties include teaching in both the graduate and undergraduate programs. A Ph.D. in Psychology is required. The preferred candidate should have a promising publication record and program of research. Enquiries and applications, with curriculum vitae, three letters of reference, and relevant reprints, should be directed to Professor Sandri W. Prke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3. E-mail: spskye@yorku.ca; fax: (416) 736-5814; phone: (416) 736-5116. In accordance with Canadian immigration requirements, the advertisement is directed to Canadian citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women and visible minorities. York University is subject to budget approval. Review of applications will begin November 15, 1999 and continue until the position is filled. CN5

MCGILL UNIVERSITY Department of Psychology. Applications are invited for an Assistant Professor position in Health Psychology, with a specific focus in Health Psychology. McGill University is an equal opportunity employer and encourages applications from women and members of visible minorities. McGill University is committed to equity in employment. C5N

MCGILL UNIVERSITY Department of Psychology Assistant Professor Position in Health Psychology. McGill University seeks candidates for a tenure-track position at the Assistant Professor level in Health Psychology. McGill University is committed to equity in employment. C5N

YORK UNIVERSITY, Faculty of Arts, Department of Psychology. Applications are invited for a tenure-track position at the Assistant Professor level in the area of Measurement, Statistics and Research Design. The specific research area is open but candidates should have a promising publication record and a capacity to effectively undertake a senior managerial role in the university setting. The successful candidate will have a PhD in psychology or related discipline and must demonstrate an active research programme, provide research leadership, teach and supervise students at both the graduate and undergraduate levels, and contribute to the department's strategic, planning role, represent the School at the Faculty and University-wide level. Applicants who are able to strengthen an existing area of expertise at the School and are capable of providing research leadership across a variety of research areas are particularly invited to apply. In particular, candidates should have a distinguished research and teaching record in one or more of the following areas: neuropsychology, cognition, memory, learning, and perception. Closing date for applications: 26 November 1999 or until position is filled. SENIOR LECTURERSHIP/LECTURESHIP IN NEUROPSYCHOLOGY. The successful candidate for this position will teach in neurological bases of behaviour and neuropsychology at the undergraduate and graduate level and supervise postgraduate research. The preferred candidate will have a PhD and show evidence of successful teaching and research in the area of neuropsychology. Closing date for applications: 26 November 1999 or until position is filled. SENIOR LECTURERSHIP/LECTURESHIP IN PERCEPTION Ref SA928 The successful candidate for this position will teach perception at the undergraduate and graduate level and supervise postgraduate research. The preferred candidate will have a PhD and show evidence of successful research and teaching in the area of perception. Closing date for applications: 29 October 1999 or until position is filled. The appointments will be made on a full-time basis. New Zealand follows the British academic classification where a Professorial appointment is approximately equivalent to a Distinguished Professor in North America. Similarly, an Associate Professor/Reader is equivalent to a Professor, a Senior Lectureship to an Associate Professor, and a Lectureship to a Lecturer. For all enquiries and applications, please quote the relevant reference number. Position descriptions are available from the McGill University Faculty of Arts, Department of Psychology. McGill University is committed to equity in employment, including affirmative action for women faculty. McGill University is an equal opportunity employer and encourages applications from women and members of visible minorities. McGill University is committed to equity in employment. C5N

NEW ZEALAND

VICTORIA UNIVERSITY OF WELLINGTON FACULTY OF SCIENCE Te Wahanga Putauika FULL/TIMELY APPOintMENT EXPERIMENTAL PSYCHOLOGY Ref SA915 This is a new position created as a result of recent expansion of the School of Psychology. The position is a fixed term position on a full-time tenure basis, following an initial probationary period. The successful candidate must have the strongest possible academic credentials - a PhD, an internationally recognized research programme, and an excellent teaching record. In addition, they must possess a proven ability to provide leadership with evidence of staff development and a demonstrated