One-on-One: Mentoring in Psychology

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

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

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

A Two-Way Street
"Mentoring is a two way street," said Drew Appleby.

Appleby is the new Director of Undergraduate Studies at the Indiana University—Purdue University at Indianapolis Psychology Department and is formally of Marian College, which bills itself at “Marian, the College that Mentors” and where Appleby received the school’s “Mentor of the Year” award.

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

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

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

Good regulations can’t undo a bad law. How at-risk are your data?

12th Annual APS Convention

The Y2K meeting of the American Psychological Society promises to be the best yet. Abstracts of the convention cornerstones, as well as submission information is now available!

Prestigious Grawemeyer Award Adds Psychology

First $200,000 award to be given in 2001 honoring ideas of merit and significance in the discipline.

The Importance of Field Research

Two scientists travel to Lucknow, India. Their experiences reaffirm and illustrate the significance of field research.

The New APS Website—A Year Later

APS continues to refine, develop, and explore its Internet presence with new information, capabilities, and features.
Let Me Introduce You . . .

Elizabeth D. Capaldi
APS President

It's a new school year and at campuses all across the country, record numbers of students are taking psychology courses. And most of them are taking introductory psychology. By far the most popular course on my campus and many others is the introductory psychology course. Thousands of students take introductory psychology each semester here at the University of Florida and the same was true at my previous university, Purdue.

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

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

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

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

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

While there were textbooks in the past that tried to integrate the field or take another approach, these textbooks didn’t sell as well as those in the standard format and there is no room any more for niche products. Textbook publishing is big business. The textbook market itself has consolidated with far fewer textbooks available now than many years ago.

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

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

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

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

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

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

Deadline for Fall review is November 2, 1999!

Fellowship Nomination
I would like to nominate ________________________ for Fellowship status.
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)

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

Letters to the Editor

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

WEN-CHE CHANG
UNIVERSITY OF ARIZONA

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

ROBERT MILLER

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

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

RODERICK W. PUGH
LOYOLA UNIVERSITY-CHICAGO

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

SEE LETTERS ON PAGE 26

October 1999
FOIA Data Access Regulations Revised in Favor of Science

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

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

When Last We Left You

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

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

OMB is now in the final stages of developing procedures for allowing FOIA access to research data. An initial draft of those procedures netted over 9000 comments, both from the scientific community which is horrified at the prospect of unfettered public scrutiny of their records, and from an assortment of groups, including the U.S. Chamber of Commerce, mining industry, chemical manufacturers, and interest groups such as the National Rifle Association, the Eagle Forum, and others who see the law as an opportunity to limit federal regulatory control over their products or activities. Many of these groups maintain that federal regulations are based on "junk science." (See the APS Website for APS's opposition on the first draft of the FOIA regulations.)

Good Regs, Bad Law

The OMB recently issued a second draft of its proposed procedures. The new draft appears to be very sympathetic to the concerns of scientists, creating the odd situation in which we have relatively good regulations for a bad law. But no matter how reasonable OMB tries to be, the
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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 90 new three-year graduate fellowships in April 2000. National Defense Science and Engineering Graduate Fellowships may be awarded for study and research in pursuit of doctoral degrees in, or closely related to, the following disciplines:

Aeronautical and Astronautical Engineering
Biosciences (Includes Technology)
Chemical Engineering
Chemistry
Cognitive, Neural, and Behavioral Science
Computer Science
Electrical Engineering
Geosciences (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 Jarosz
American Society for Engineering Education
1818 N St., NW, Suite 600
Washington, DC 20036
Phone: (202) 331-3516
Fax: (202) 265-8504
NDSEG@ASEE.ORG
www.asee.org/ndseg

Completed applications must be received by ASEE January 19, 1999.
THE 12TH ANNUAL CONVENTION
OF THE
AMERICAN PSYCHOLOGICAL SOCIETY

June 8-11, 2000 • Miami Beach, Florida

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

Information including invited speakers and program highlights, the Call for Submissions, and online registration is available on the web: www.psychologicalscience.org.

KEYNOTE ADDRESS
Daniel Schacter
Harvard University
The Seven Sins of Memory: Vices or Virtues?

Memory is sometimes a troublemaker. I have classified memory's transgressions into seven fundamental "sins": transience, absentmindedness, blocking, misattribution, suggestibility, bias, and persistence. Though annoying and even dangerous, they can also be viewed as by-products of adaptive features of memory. This talk will consider the seven sins from cognitive, neuropsychological, and evolutionary perspectives.

Submission deadline: January 14, 2000

BRING THE FAMILY ADDRESS
Alan E. Kazdin
Yale University
Treatment of Antisocial Children: Science's Contributions and Limitations

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

PRESIDENTIAL SYMPOSIUM
The Psychology of Eating
Chair: Elizabeth D. Capaldi, University of Florida

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

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

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

Paul Rozin, University of Pennsylvania
Thinking About Food, Enjoying Food, and Worrying About Food: A Socio-cultural Perspective

Steve Woods, University of Cincinnati Medical Center
The Psychobiology of Eating
Grawemeyer Foundation to Add $200,000 Award in Psychology

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

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

Since 1985, more than $7 million was awarded to nearly 50 winners of Grawemeyer awards including Mikhail Gorbachev, who won in 1994 for his 1988 address to the United Nations.

The Grawemeyer Awards were created in 1984 to honor powerful ideas in the performing arts, the humanities, and the social sciences. H. Charles Grawemeyer, an industrialist and entrepreneur, made an endowment of $9 million to initiate funding. The first award was given in Music Composition in 1985. An award for Improving World Order was added in 1988 and the award in education followed a year later. Religion was added in 1990. Next year’s addition of an award for Psychology is complemented by an overall increase in the monetary value of the awards from $150,000 to $200,000.

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

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

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

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

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

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

JOSEPH APONTE
DIRECTOR, GRAVELMEYER PSYCHOLOGY COMMITTEE
NEW from Hogrefe & Huber Publishers

- An integrated approach
- Latest experimental techniques
- Current theories

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

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

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

When is animal research necessary and when is it cruel?

Animal Models of Human Psychology is a breakthrough text that presents the first empirically-based system of analysis to determine the answer for this much-debated question. This is a book for everyone who is concerned with the experimental use of the non-human animal as a tool in the struggle to better understand and treat physiological and psychological disorders in the human animal.

Excerpt from Foreword by Dr. Jane Goodall.

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

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

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

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

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

Robert J. Sternberg
Yale University
and
Elena L. Grigorenko
Yale University and Moscow State University

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

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

Why we are in Lucknow

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

In previous research, we and other investigators have found that intestinal worm infections are associated with reduced performance on complex cognitive tasks. Lest the problem sound arcane, according to the World Health Organization, more than 1 billion children around the world are estimated to be infected with intestinal parasites. These infections will cost them an estimated 20 percent of what would have been their life spans had they not been infected.

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

The daycare center also lacks these items, as well as desks, chairs, tables, running water, and even a roof.

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

The squalid conditions under which we are testing are the conditions under which these children and hundreds of millions like them in India and around the world operate 24 hours a day, 365 days a year. Whatever they might be able to do—whatever you might be able to do—in an antiseptic well-ventilated lab may not apply well here. It's hard to count up IQ points under these conditions, and even harder to make those points count in improving one's life.

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

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

Some psychological problems are most fruitfully studied in the field.

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

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

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

Fieldwork can help correct misconceptions and misrepresentations.

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

For example, investigators of intelligence most likely would find here that the generally low intellectual-ability-test scores of children’s later low school and life achievement. And in most cases the test scores and later achievements of these children will be low: By grade five, most of the children will have left school because their parents were unable to afford to send their children to school, even to a public one. The investigators then may conclude that the ability test is valid, and that the children are low in competence. But there is one thing that is almost for sure: The investigators will not have been raised, educated, and tested in 113° stinky humid heat. If they had been, by the roll of the dice of chance, it is quite possible that some article yet to be written would end up being about them rather than by them.

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

Ball State University

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

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

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

Faculty
Deborah W. Balogh
Darrell L. Butler
Robert Fischer
Thomas M. Holtgraves
Frank Meeker
David V. Perkins
Renee Saris
Carl Summers
Arno Wittig
Paul M. Biner
Lambert Deckers
David Hines
Mary E. Kite
Gary Munnier
Kerri Pickel
Michael R. Stevenson
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Undergraduate Program
Psychology is one of the most popular fields of study at BSU, with about 600 students having declared it as a major or minor. The program introduces students to both the science and practice of psychology. All psychology majors must take statistics and at least one laboratory course, about half do an internship in an applied setting, and about a quarter work on research projects with faculty members. Student research is facilitated by University-funded undergraduate research fellowships and grants, and each year a number of top students complete empirical honors theses under the direction of faculty members. In addition, the Academic Honors in Writing program recognizes excellence in student writing.
Graduate Program

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

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

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

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

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

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

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

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

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

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

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

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


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


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


Richard Cimbal, Daemen College, Prevention Magazine, Aug. 9, 1999: Walking

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

Mihaly Csikszentmihalyi, Univ. of Chicago, Maademasse, Sept. 1999: Challenges


Paul Ekman, Univ. of California-San Francisco, Maademasse, Sept. 1999: Lying


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

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


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

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


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


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


Angeline Lillard, Univ. of Virginia, Science News, June 5, 1999: Ethnic psychologies


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


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

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

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

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


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

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

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

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


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

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

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


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

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

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

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


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

Everett L. Worthington, Jr., Virginia Commonwealth Univ., USA Today, Aug. 23, 1999: Forgiveness and health

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

APS OBSERVER
American Psychological Society

October 1999
MISCELLANY

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

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

Each institute at the National Institutes of Health is currently developing a five-year strategic plan, due to NIH Director Harold Varmus at the end of the year. So far, about 10 institutes have posted draft plans on the Internet (www.cfah.org/alliance/HABITv0l2no10/nihprioritydocs.htm). In order to ensure that basic and applied behavioral research is included in these plans, researchers are invited to submit comments to the individual institutes.

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

People

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

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

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

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

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

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

“The academic community was among the first to embrace and take advantage of the emerging technologies of email and the Internet in the early 1990s,” said APS Director of Communications Elizabeth Rukzsais. “This group of people is now very savvy when it comes to the Internet and often uses email as their primary, or at least initial, form of communication. Since the membership of the American Psychological Society is largely made up of university and college professors and researchers, we wanted a site that lived up their expectations and needs.”

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

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

“This new website is a clear function of one of the major tenets of the APS mission, which is to promote, protect and advance the interests of scientifically oriented psychology in research, application and the improvement of human welfare,” said APS Executive Director Alan G. Kraut. “Through this website we are fully promoting the science of psychology in its function, application, and development. In addition, though the better communication of this information through the site, the second and third tenets of the mission—to protect and advance—are also served. Information is power and in clearly, quickly, and easily providing as much information as possible, the APS Website empowers its members in all aspects of their involvement in the field of psychological science.”

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

Coming Soon!

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

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

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

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

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

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

APS OBSERVER
American Psychological Society

October 1999
Lessons Learned: Practical Advice for the Teaching of Psychology

The essential guide for psychology educators (and educators-to-be) at every level—from high school to graduate school

Lessons Learned: Practical Advice for the Teaching of Psychology is written for anyone in psychology who teaches. Teachers and teachers-to-be—as well as teachers in other disciplines—will find the practical, hands-on series of chapters useful.

This extraordinary publication compiles the popular Teaching Tips columns that have appeared in the Observer, the monthly publication of the American Psychological Society.

At your fingertips is valuable information on such topics as:
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- Teaching Introductory Psychology
- Preventing and dealing with cheating
- Computerizing your course
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- Creating good exams
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- Undergraduate research
- Increasing student interest in psychological theories
- and much, much more!

Lessons Learned: Practical Advice for the Teaching of Psychology is available from APS for $20 for APS members (the non-member price is $30), plus $3 for shipping. To purchase the publication, fill out the order form below and either fax or mail it in with your payment. (If you are paying by check, we must receive the payment with the order form. Credit card orders can be faxed.) You may also email the order information (credit card orders only) to ewr@aps.washington.dc.us. Orders will be processed and shipped within a week of receipt. Please call 202-783-2077 x.3022 with any questions.

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APS OBSERVER
American Psychological Society

October 1999
MENTORING FROM PAGE 1

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

Making the Connection

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

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

“Students need academic role models who are scholars, who are doing research, and who are living the academic life. The best way to see that is to work one-on-one with someone,” said Elmes.

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

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

Chemistry in Psychology

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

“I often thought of a mentoring relationship as an officially stated relation between two individuals wherein one person (i.e., the mentor) provided guidance to the other (i.e., the mentee),” said Ricardo Marte, the APSSC director of communications. Continued on next page

In a way, it’s like being involved in athletics. A good coach knows which of his/her players need to be calmed and soothed and which need to be given a strong and direct pep talk in order to bring them up to their peak level of performance. All people have different kinds of needs that must be met in order for them to reach the goals they are striving to attain. A mentor is someone who is willing and able to meet a mentee’s crucial needs.

Drew Appleby
Indiana University-Purdue University at Indiana

Mentoring Resources

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

Psi Beta
http://www.ivc.cc.ca.us/PSIBETA/

Psi Chi
http://www.psichi.org/content/

Society for the Teaching of Psychology
http://teachpsych.lemoynedu/

Peer Resources: The Directory of Mentor Arts and Mentorship
http://www.pier.ca/mentor.html

October 1999
Marte served as a research assistant in the department of human development and family studies and although he never deliberately looked for a mentor, Marte formed a mentoring relationship with someone who, he says, made an extraordinary impact on him. “My first year as a graduate student was very challenging, academically and personally,” said Marte. “Not only were the expectations and workload in my program high, my views as to how these expectations should be achieved differed from those of the faculty. Given these challenges, it was inspiring to work for a faculty member outside my program, whose workload was two to three times more than mine. Yet, this person was sympathetic to my hardships. It was humbling to see that the workload I was complaining about as a first year student would be nothing compared to what I was expected to accomplish as a PhD.”

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

Mentoring at the National Level

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

“Our primary focus at this time is research and research careers,” said APS Member Robin Hailstorks co-director of the program and a professor at Prince George’s Community College (PGCC) in Maryland. “There is an under representation of students of color in psychology, especially in research areas. Because we need to address the issues of the global community, and as the diversity of America changes, we certainly need people with cultural competence to address those issues.”

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

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

One of Hailstorks’s own mentees successfully completed the Diversity Project 2000 program. “My student, Lisa Jackson, of whom I am very proud, is now at the University of Michigan. She is the first Truman scholar from PGCC,” said Hailstorks. “From PGCC, she moved on to Bowie State University on a full academic scholarship, and now she is at Michigan. These are students who have potential. What we do is open up doors for them.”

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

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

A Good Test Drive

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

In an article published in the Spring 1999 issue of Eye on Psi Chi (Vol. 3, No. 3, pp. 38-39) based on the address he gave when he received Marian’s Mentor of the Year award, Appleby writes that a mentor must be professionally competent, interpersonally skillful, and/or possess certain attributes. (For full text of the article, see the Psi Chi website at http://www.psci.org.) The attributes he refers to include:

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

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

DEBORAH BEST
Wake Forest University

CONTINUED ON NEXT PAGE
and demanding of them;
• Personal attributes including being: mature, wise, friendly, optimistic, admired, revered, trustworthy, and dependable; and
• Professional competencies such as being qualified, competent, experienced, seasoned, knowledgeable, informative, professionally involved, and active in the field.

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

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

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

The Gift that Keeps on Giving
Observer "Student Notebook" Editor Kym Bennett says that she has been fortunate enough to be mentored by two great mentors: one as an undergraduate at the University of Redlands, and now as a graduate student at the University of Nevada-Reno.

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

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

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

FIELD RESEARCH FROM PAGE 11

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

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

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

Psychology is sometimes perceived as favoring the well-to-do. For example, poor people and poor societies cannot always afford psychotherapy. As another example, because of the substantial positive correlation between conventional ability and achievement test scores, on the one hand, and socioeconomic status (SES), on the other, intelligence testing is perceived by some as providing a means for the well-to-do to ensure the economic well-being of their children. George Miller suggested psychologists “give psychology away,” but to whom? Certain kinds of fieldwork provide an opportunity to give it away to those who arguably need it most.

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

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

CONTINUED ON NEXT PAGE
Field research is almost always applied.

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

Field research is nonexperimental or “soft.”

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

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

Field research is for anyone who is interested in testing hypotheses in an unbiased way in order to ensure the generality of their findings. For example, a major goal in our fieldwork in Kenya was to test the notion underlying the construct of general intelligence (“g”) that all ability tests show a manifold of positive correlations with each other. A special opportunity to test this hypothesis arose out of our learning that children in certain villages regularly acquired and used, outside school settings, informal knowledge about medicinal herbs that treat illnesses. We found their levels of this informal knowledge to be negatively correlated with scores on Western ability tests and with school achievement, suggesting that children sometimes may acquire practical intellectual skills not because of their academic intellectual skills, but instead of them. Our main interest was not in the Luo culture in which we worked, per se. Rather, it was in the answering of a basic psychological question in an appropriate setting that enabled us to answer, or at least to address a fundamental question outside the confines of assumptions about participants, paradigms for testing, and educational values that researchers may not even be aware they have.

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

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

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

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

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

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The Student Notebook — Kymberly K. Bennett • Editor

The Undergraduate Perspective: Wasted Potential

Danny Oppenheimer
APSSC Undergraduate Advocate

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

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

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

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

It is important that faculty members take advantage of the opportunity presented in introductory psychology courses to discuss how psychology is scientific, and relate that principle to all the elements of the course.

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

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

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

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

Making a Difference: Psychology of Intergroup Relations

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

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

I address this article particularly to young social psychologists in the hopes of spurring them to start thinking about relevance and applicability. Specifically, I am trying to increase interest in, in my opinion, one of the most important and relevant areas of social psychology: the study of intergroup relations.

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

Ricardo M. Marte
APSSC Communications Director

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

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

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

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

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

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

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

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

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

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

a) The email subject heading should read “Chapter Registration”

b) The name of club, and the name of the

CONTINUED ON THE NEXT PAGE
here is an example of research that applied, demonstrates that the availability of negative stereotypes can impair underprivileged populations, understanding the predicament that confronts stigmatized populations, and create environments that offer equitable treatment to all of society’s groups.

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

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

As the APSSC Advocate for Research on Socially and Economically Underrepresented Populations (RSE-UP), I encourage young researchers to consider doing work in intergroup relations. Furthermore, I want to remind all of you of the benefits and opportunities available to researchers dedicated to the study of intergroup relations. Student affiliates of APS are eligible to win one of three distinguished RSE-UP awards that include cash prizes of up to $250. We offer both graduate and undergraduate awards. Winners are invited to present their research findings at the RSE-UP symposium held at the annual APS Convention. All student researchers who do work in the area of intergroup relations are eligible to enter this exciting competition.

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

References
Obituaries

Neil Jacobson 1949-1999
Scholar, Clinician, Friend

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

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

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

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

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

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

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

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

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

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

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

CONTINUED ON NEXT PAGE

October 1999
client, call her Mary, who worshipped Neil, used to tell me all about some of their sessions. Mary’s problem was that she was longing for an intimate relationship but couldn’t seem to find one that lasted longer than a few months. One day Mary told me that Neil was telephoning her old boyfriends to find out why they broke up with Mary. “Egads,” I thought. “What kind of technique is this?” Obviously Mary thought this was a fine idea, and had given Neil permission, but would you want someone doing this for you? And how would it feel to be the recipient of such a call?

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

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

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

Look if you like, but you will have to leap

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

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

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

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

Elizabeth Loftus
University of Washington
Past President, APS

LETTERS FROM PAGE 4

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

Laura R. Novick
Vanderbilt University

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

Mary E. Joyce-Ware

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

Andrew Hollingsworth
Michigan State University

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

Eileen Johnson

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

Kay Livesay

Clarification

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

Continued on next page
FOIA FROM PAGE 5

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

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

The Data Game

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

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

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

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

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

Resigned for the Moment

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

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

Sarah Brookhart

FROM PREVIOUS PAGE

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

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

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

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

Edward K. Morris
University of Kansas
October 1999

APS OBSERVER
American Psychological Society
Announcements

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

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

CALL FOR APPLICATIONS

SEXUALITY RESEARCH FELLOWSHIP PROGRAM: Provides dissertation and postdoctoral support ($28,000 and $38,000 respectively) for social and behavioral science research on sexuality. Joint application from fellow applicant and research advisor/associate required. Applications for academic year 2000-01 are due by Dec. 15, 1999. For more information write: Sexuality Research Fellowship Program/Social Science Research Council/810 Seventh Avenue, 31st Floor/New York, NY 10019. Or email request to: srfp@ssrc.org.

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

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

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

CALL FOR PAPERS

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<td>The Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)</td>
<td>Washington, DC November 4-6, 1999 Contact: <a href="http://www.arnova.org">www.arnova.org</a>; tel: 317-684-2120</td>
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<td>Association for Advancement of Behavior Therapy 33rd Annual Convention</td>
<td>Toronto, Canada November 11-14, 1999 Contact: tel: 212-647-1890; convolution @aabt.org; <a href="http://www.aabt.org/aabt">http://www.aabt.org/aabt</a>; Mailback service: <a href="mailto:mailback@aabt.org">mailback@aabt.org</a> (be sure to include the word MENU in the subject header when emailing this service)</td>
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<td>The Association for Moral Education</td>
<td>Minneapolis, Minnesota November 18-20, 1999 Contact: Darcia Narvaez, email: <a href="mailto:narvaez@tc.umn.edu">narvaez@tc.umn.edu</a>; <a href="http://134.84.183.101/ame/">http://134.84.183.101/ame/</a></td>
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<tr>
<td>December</td>
<td>Freud at the Threshold of the 21st Century</td>
<td>Jerusalem, Israel December 13-16, 1999 Contact: Aryeh Lewis, POB 574, Jerusalem, Israel; tel: 972-2-6520574; fax: 972-2-6520558; email: <a href="mailto:isas@netvision.net.il">isas@netvision.net.il</a></td>
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<td>Second Tsukuba International Conference on Memory: Lifespan Memory Development</td>
<td>Tsukuba, Japan December 18-20, 1999 Contact: Peter Graf, University of British Columbia, Department of Psychology, Vancouver, BC, V6T 1Z4; tel: (604) 822-6635; Fax: (604) 822-6923; email: pggraf@cortex. psych.ubc.ca; <a href="http://www.human.tsukuba.ac.jp/tic99/">http://www.human.tsukuba.ac.jp/tic99/</a></td>
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<tr>
<td>January</td>
<td>The 22nd Annual National Institute on the Teaching of Psychology</td>
<td>Saint Petersburg, Florida January 2-5, 2000 Contact: Joanne Fetzner; tel: 217-398-6969; email: <a href="mailto:Jfetzner@psych.uiuc.edu">Jfetzner@psych.uiuc.edu</a></td>
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<tr>
<td>February</td>
<td>Society of Personality and Social Psychology 1st Annual Meeting</td>
<td>Nashville, Tennessee February 3-5, 2000 Contact: Todd Heatherton, email: <a href="mailto:heatherton@dartmouth.edu">heatherton@dartmouth.edu</a>; <a href="http://www.spsp.org">http://www.spsp.org</a></td>
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<td>Eighth Annual Conference On Parent Education</td>
<td>Denton, Texas February 17-19, 2000 Contact: Arminta jacobson; <a href="mailto:jacobson@coefs.coe.unt.edu">jacobson@coefs.coe.unt.edu</a>; <a href="http://www.unt.edu/cpe/">http://www.unt.edu/cpe/</a></td>
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<tr>
<td>March</td>
<td>American Psychosomatic Society 58th Annual Scientific Meeting</td>
<td>Savannah, Georgia March 1-4, 2000 Contact: APS, tel: 703-556-9222; fax: 703-556-8729; email: <a href="mailto:info@psychosomatic.org">info@psychosomatic.org</a>; <a href="http://www.psychosomatic.org">http://www.psychosomatic.org</a></td>
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<tr>
<td>April</td>
<td>The Seventh Annual Meeting of the Cognitive Neuroscience Society</td>
<td>San Francisco, California April 9-11, 2000 Contact: <a href="mailto:cognitive.neuroscience.society@dartmouth.edu">cognitive.neuroscience.society@dartmouth.edu</a></td>
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<tr>
<td>May</td>
<td>The 2000 SIOP Annual Conference</td>
<td>New Orleans, Louisiana April 14-16, 2000 Contact: SIOP, PO Box 87, Bowling Green, OH 43402-0087; email: <a href="mailto:Lhakel@siop.bgsu.edu">Lhakel@siop.bgsu.edu</a></td>
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<td>Southern Society for Philosophy and Psychology</td>
<td>Atlanta, Georgia April 20-22, 2000 Contact: David A. Washburn, tel: 404-244-5845; fax 404-244-5846; email: <a href="mailto:dwashburn@gsu.edu">dwashburn@gsu.edu</a>; <a href="http://sun.soci.niu.edu/~ssepp/">http://sun.soci.niu.edu/~ssepp/</a></td>
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<tr>
<td>Fourth International Conference on Cognitive and Neural Systems</td>
<td>Boston, Massachusetts May 24-27, 2000 Contact: Cynthia Bradford, CNS Dept., Boston University, 677 Beacon Street, Boston, MA 02215; fax: 617-353-7755; email: <a href="mailto:cindy@cnst.web.us">cindy@cnst.web.us</a>/meetings</td>
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<tr>
<td>June</td>
<td>The 30th Annual Meeting of the Jean Piaget Society</td>
<td>Montral, Quebec June 1-3, 2000 Contact: <a href="http://www.piaget.org">http://www.piaget.org</a></td>
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<td>The American Psychological Society</td>
<td>Miami Beach, Florida June 8-11, 2000 Contact: Erika Davis, tel: 202-783-2077 ext. 3015; email: <a href="mailto:edavis@aps.org">edavis@aps.org</a>; <a href="http://www.psychologicalscience.org">http://www.psychologicalscience.org</a></td>
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Announce your meeting in the APS Observer. Email the information to Kristen Bourke at kbourke@aps.org; washington.dc.us.
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☐ This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)

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Office (include extension) __________________________

Home __________________________

Fax __________________________

Institutional Affiliation ____________________________________________

Email Address __________________________

Education __________

Highest Degree __________

Year of Degree __________

Institution (spell out) __________

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

Specialty Area __________________________

If you work in an academic setting, are you the department chair? ☐ Yes ☐ No

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☐ Spouse (No journals) $59

Spouse name __________________________

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☐ Student $86

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This offer is valid for those who are not and have never been members of APS.
ALABAMA

Assistant Professor - AUBURN UNIVERSITY AT MONTGOMERY, ALABAMA: The Department of Psychology invites applications for two tenure-track positions. The successful candidates will contribute to our Master degree program in applied psychology and to our undergraduate program. Both programs follow a basic, subfield research (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 behaviors: social psychology, social learning, biological psychology, psychophysiology, clinical neuropsychology, clinical-correctional and school psychology. Candidates should send a letter of interest, an official transcript, and at least three letters of recommendation sent to the same address. Review of applications will begin on January 3, 2000 and continue until the positions are filled. Please send materials to Allen Hess, Ph.D., Department of Psychology Search Committee, Box 244023, Montgomery, AL 36124-4023. AUM is an EOE/A Employer. AL1

TWO FACULTY POSITIONS: The Department of Psychology at the UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) invites applicants for two tenure-track positions at the Assistant or Associate Professor level, to begin September 1, 2000. The Psychology Department has 29 primary faculty and 45 secondary faculty, as well as graduate research assistants, and excellent facilities. We are seeking individuals with research interests that are relevant to our doctoral programs in Behavioral Neuroscience and Developmental Psychology. In Behavioral Neuroscience, specific area is open; research interests of current faculty include visual sensation and perception, cognitive neuroscience, brain imaging, regulatory neurobiology, sensory physiology, nonlinear and computational cardiovascular regulation, rehabilitation and plasticity, memory, and motor systems. In Developmental Psychology, applicants from all subareas will be considered, but we have a special interest in child and/or adolescent prevention science; for example, developmental psychology, sensory perception, and/or child and family psychology, as well as other health-related issues. The applicant would become a member of an active, lifespan developmental program with research activities ranging from infancy through older adulthood. The position is funded by 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 psychology 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 Division of 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, Developmental Search Committee, or Dr. Michael Windle, Chair, Developmental Search Committee, Department of Psychology, 415 Campbell Hall, University of Alabama at Birmingham, Birmingham, AL 35249-1170. All communications with the following individuals are welcome: Dr. Randich (arandich@uab.edu); Dr. Windle (windle@uab.edu); and Dr. Carl McFarland, Department Chairman (cmcfarla@uab.edu). We would like to receive all application materials by November 13, 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 of the academic year, 2000-2001. Responsibilities include undergraduate and graduate teaching (two courses per semester), research supervision, and involvement in cross-disciplinary (e.g., Attention-Deficit Hyperactivity Disorder, Sensory Motor Movement Therapy) that greatly increases the amount of use of an extremity affected by a neurological injury. Candidate must have strength in statistics and test development, and be well for publication. Salary range is $25,000 - $28,000 and is commensurate with experience. Application deadline is open until filled. Please send a CV, 2 letters of recommendation, and one example of the candidate's professional writing to: Edward Taub, Ph.D., Department of Psychology, University of Alabama at Birmingham, CH145, 1330 3rd Ave S., Birmingham, AL 35249-0445. Telephone: 205-934-5601. Fax: 205-934-5610. Email: E-mail: guswatte@uab.edu for information. An Affirmative Action/Equal Opportunity Employer. AL4

ARIZONA

COGNITIVE PSYCHOLOGY, THE UNIVERSITY OF ARIZONA. The Psychology Department of the University of Arizona invites applicants for a faculty position in Cognitive Psychology. The position is open; area open, effective fall 2000 and pending final approval by the University. The primary criteria for appointment is excellence in research and teaching in basic areas of cognitive psychology, including developmental, neuroscientific, and computational approaches. The Department's strengths include the areas of memory, perception, and language. Interested candidates should send vita, statement about research and teaching interests, reprints or preprints to Mary Peterson, Chair of Cognitive Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. Applications should also arrive at least three letters of reference sent to the same address. Review of applications begins immediately and will continue until the position is filled. The University of Arizona is an Affirmative Action/Equal Opportunity Employer.
Arizona State University School of Justice Studies Advertising an Open Position in the Interdisciplinary School of Justice Studies seeks to hire a tenure-track Assistant Professor, beginning August 16, 2000. The position is in Crime, Law and Justice with interests that include research on criminal behavior, causes and prevention of crime and violence. Specialization is expected in areas related to the justice system and criminology (policing, courts, prisons and punishment, and their alternatives). Responsibilities include conducting an active program of research and scholarly publication, teaching in one of areas of interest as well as one required undergraduate course a year (Introduction to Justice Studies, Research Methods, Statistics, or Justice Theory), and service to the University and community. Qualifications required: demonstrated potential to develop a nationally recognized program of research, including a commitment to funded research, and a commitment to excellence in teaching. The position requires the completion of the Ph.D. in a social science discipline by the appointment date. Candidates whose graduate degree is a J.D. only will not be considered. Desired: Applicants should have experience working with undergraduate students. The School of Justice Studies seeks both disciplinary and personal diversity among candidates. The School of Justice Studies is an interdisciplinary unit within the School of Social Sciences and the social sciences with areas of theoretical and empirical concentration in social and economic justice; race, ethnicity, and marginalized groups; American Indian and Latino issues; equity and conflict management; criminal and juvenile justice; and gender and justice. The School is the principal sponsor of the University-wide Ph.D. J.D. program in justice studies, law, and the social sciences, and administers the M.S. program in justice studies, serving approximately 100 graduate students of diverse national origins. There are more than 900 undergraduate Justice Studies and related majors. Faculty background is not limited to Anthropology, Criminology, History, Law, Political Science, and Sociology. To apply, please send a cover letter, current curriculum vitae, a sample of your research and/or teaching, and three letters of reference to Chair, Search Committee, School of Justice Studies, Arizona State University, Tempe, AZ 85287-0403. Deadline: November 8, 1999.
evaluated, clinical relevant research and development program in specialty area(s). Maintain a strong professional profile in the community. Assist graduate students in development and preparation of thesis research and in finding internships related to the field. Primary consideration will be given to applications received by January 10, 2000 but applications will be reviewed as they are received until the position is filled. California State University, Northridge with an enrollment of approximately 27,000 students, is one of the largest of 20 campuses in the California State University and the Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 59 fields and Master's degrees in 20. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Human Factors Recruitment Committee, Department of Psychology, CSUN, 18111 Nordhoff St., Northridge, CA 91330-8255. CSUN is an Equal Opportunity/Affirmative Action Employer. CA6

CALIFORNIA STATE UNIVERSITY, NORTHridge, THE DEPARTMENT OF PSYCHOLOGY announces an opening for a full-time, tenure-track Assistant/Associate Professor position in clinical psychology with a specialty in gerontology for fall 2000. Research and practice emphasis on resilience, well-being, and wisdom preferred. Additional areas of expertise may include the effects of retirement, euthanasia or the psychological aspects of aging, (such as memory, life quality, cognition and life expectancy). Intervention strategies and in-home care in providing for Alzheimer’s patients desirable. Appointment may be made at the assistant or associate professor level, commensurate with rank and previous experience. The successful applicant will have a Ph.D. in clinical psychology from an APA-accredited university program and should be licensed or license-eligible in the state of California. Applicants must be committed to working with an ethnically and culturally diverse student population. Minorities are particularly encouraged to apply. Evidence of skills in clinical supervision, program development and evaluation, clinical relevant research and university teaching are preferred. Normal teaching load is 12 units. Applicants will be expected to teach undergraduate courses related to area of expertise, as well as fulfill teaching and administrative duties in the graduate MA program in clinical health psychology. This may include supervision of MA student clinicians in the CSUN Community Clinic. Primary considerations will be given to applications received by January 10, 2000 but applications will be reviewed as they are received until the position is filled. California State University, Northridge with an enrollment of approximately 27,000 students, is one of the largest of 20 campuses in the California State University and Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 49 fields and Master’s degrees in 20. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Gerontology Clinical Health Recruitment Committee, CSUN, Northridge, CA 91330-8255. CSUN is an Equal Opportunity/Affirmative Action Employer. CA6

UC SAN FRANCISCO Faculty Position Program Director, Opiate Treatment Outpatient Program The Department of Psychiatry of the School of Medicine, University of California, San Francisco (UCSF) is seeking a clinical psychopharmacologist with experience in developing and implementing treatment programs for substance abuse and addiction. The director will have a Ph.D. or PsyD in clinical psychology from an APA approved university program and should be licensed or license-eligible in the state of California. Assistants must be committed to working with an ethnically and culturally diverse student population. Minorities are particularly encouraged to apply. Evidence of skills in clinical supervision, program development and evaluation, clinically relevant research, and university teaching are preferred. Normal teaching load is expected to teach undergraduate courses related to area of expertise, as well as fulfill teaching and administrative duties in the graduate MA program in clinical health psychology. This may include supervision of MA student clinicians in the UCSF Community Clinic. The clinical health program at UCSF has been recently revised and offers a rigorous sequence of study leading to an MA in clinical health psychology. The program is respected as a major source of doctoral students entering into APA-approved doctoral programs throughout the U.S. as well as service delivery jobs in the greater Los Angeles area. Primary consideration will be given to applications received by January 10, 2000 but applications will be reviewed until the position is filled. California State University, Northridge with an enrollment of approximately 27,000 students, is one of the largest of 20 campuses in the California State University and Colleges System. Twenty-five miles from Central Los Angeles, in the San Fernando Valley, it is the only public university in this metropolitan suburb, which has a population in excess of 1,200,000. The University offers undergraduate degrees in 49 fields and Master’s degrees in 20. Submit letter of application, vita, statement of research/teaching interests, philosophy of teaching, and three letters of recommendation to: Gerontology Clinical Health Recruitment Committee, Department of Psychology, CSUN, Northridge, CA 91330-8255. CSUN is an Equal Opportunity/Affirmative Action Employer. CA7

UNIVERSITY OF CALIFORNIA, LOS ANGELES. The UCLA Department of Psychology invites applications for a tenure-track position in Social Psychology at the Assistant or early Associate level to begin July 2000. The primary criteria for the appointment are excellence in teaching and research. Applications are especially encouraged from candidates with research interests in one or more of the following areas: culture and social cognition. Submit a curruculum vitae, a statement of research and teaching interests, and three letters of recommendation to the Social Psychology Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applications will begin December 1, 1999. CSUN is an Equal Opportunity/Affirmative Action Employer.
DEVELOPMENTAL PSYCHOLOGIST: UNIVERSITY OF CALIFORNIA, SAN DIEGO.
The Psychology Department at UCSD anticipates hiring an Assistant Professor (tenure-track) in Developmental Psychology. It is anticipated that the successful candidate will be in the area of cognitive development, although particularly strong applications in other developmental areas are invited. Candidates must have a Ph.D. and be able to conduct independent, publishable research. Applications are invited from applicants and graduates in their area of specialization. Salary commensurate with qualifications and based on UC salary scales. Candidates should send curriculum vita, reprints, and names of three references to: Developmental Search Committee, Department of Psychology, UCSD, 92093-0362. Applications will receive full consideration. Position subject to fund availability. The University of California is an Affirmative Action/Equal Opportunity Employer.

POSTDOCTORAL RESEARCH FELLOWSHIP: mental health clinical services research with emphasis on methodology and design. NIMH supported post-doctoral positions are available at the UNIVERSITY OF CALIFORNIA, SAN FRANCISCO, Department of Psychiatry. Overall program direction is provided by Clifford Attie, Ph.D. Postdoctoral fellows will work with a multidisciplinary training faculty. Major training components include a required core curriculum and supervised research. Applications are encouraged from the fields of psychology, epidemiology, public health, sociology, anthropology, economics, nursing and other relevant disciplines. Priority faculty research areas include cost-effectiveness and patient satisfaction studies, mental illness, aging, children's services and systems of care, violence and trauma, co-morbid drug dependence disorders, managed behavioral health care, mental health economics, and prevention and treatment of HIV and AIDS. A description of the program including faculty research interests is available upon request. US Public Health Service stipend levels. Applicants must be US citizens or permanent residents. Send letter of interest, curriculum vita, three names of references to: Clifford Attie, Ph.D., 600 14th Ave., Bldg. B, San Francisco, CA 94115-1563. Review of applications will begin December 1, 1999. UCLA is an Equal Opportunity Employer.


Assistant Professor. The Department of Psychology and Social Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE invites applications for a position in human development at the full professor level. Successful candidates for this position should have a distinguished record of scholarship, a history of extramural funding, and a record of excellence in undergraduate and graduate teaching. The area of specialization is open, but the candidate’s research interests should complement and extend the programs of those of the developmental, social, personality, clinical, health, and cultural psychologists in, or affiliated with, the department. The Department of Psychology and Social Behavior is one of four departments in the interdisciplinary School of Social Ecology at the University of California, Irvine, and our research and training programs reflect a strong commitment to interdisciplinary scholarship. Applicants should submit a letter of interest, curriculum vitae, and representative preprints/reprints, and should arrange to have three letters of recommendation sent to: Chair, Emotion Search Committee, Department of Psychology and Social Behavior, 3340 Social Ecology II, University of California, Irvine, 92697-7085. To ensure consideration, application files must be complete by January 15, 1999. The University of California, Irvine is an Equal Opportunity Employer committed to excellence through diversity.

Full Professor. The Department of Psychology and Social Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE invites applications for a position in human development at the full professor level. Successful candidates for this position should have a distinguished record of scholarship, a history of extramural funding, and a record of excellence in undergraduate and graduate teaching. The area of specialization is open, but the candidate’s research interests should complement and extend the programs of those of the developmental, social, personality, clinical, health, and cultural psychologists in, or affiliated with, the department. The Department of Psychology and Social Behavior is one of four departments in the interdisciplinary School of Social Ecology at the University of California, Irvine, and our research and training programs reflect a strong commitment to interdisciplinary scholarship. Applicants should submit a letter of interest, curriculum vitae, and representative preprints/reprints, and should arrange to have three letters of recommendation sent to: Chair, Emotion Search Committee, Department of Psychology and Social Behavior, 3340 Social Ecology II, University of California, Irvine, 92697-7085. To ensure consideration, application files must be complete by January 15, 1999. The University of California, Irvine is an Equal Opportunity Employer committed to excellence through diversity.

The Department of Education at the UCLA Graduate School of Education & Information Studies announces an opening for a tenure-track Assistant Professor in the area of cognitive development and learning. The position is open to candidates who combine strong research in other areas. Research must be closely related to cognitive development and learning. Preference will be given to candidates whose research is relevant to elementary and middle school education. Candidates must have a doctorate degree or expect to complete one by the fall of 2000. RESPONSIBILITIES: Scholarly research and publication, application of scholarship to educational practice, teaching and academic advising at the graduate and undergraduate levels, and public service. SALARY: Commensurate with qualifications and experience. STARTING DATE: July 1, 2000 (teaching duties begin September, 2000). TO APPLY: Send a current curriculum vita, three sample papers, and have three letters of reference sent directly to: Patricia M. McDonough, Chair, Department of Education; University of California, Los Angeles, Room 1001, 2035 Hilgard, CA 90095-1521. DEADLINE: We will give full consideration to all applications received by December 15, 1999, and continue our search until the position is filled. FOR MORE INFO: Contact Deborah Sipe, Chair of the Search Committee, dsipe@gsis.ucla.edu. UCLA is an Equal Opportunity/Affirmative Action Employer.

Postdoctoral Fellowship in Spatial Cognition: UNIVERSITY OF CALIFORNIA, SAN FRANCISCO, Department of Surgery. UCSF has received a large NSF grant to study the role of spatial cognition in the training and performance of surgical skills. Virtual reality environments will be used as a tool for experiments and training throughout the research. You will collaborate with an interdisciplinary group of psychologists, engi-
Postdoctoral Fellowship: The Department of Psychology and Social Work of the University of California, Irvine invites applications for two one-year postdoctoral fellowships focusing on the study of adaptive functioning in sociocultural, environmental, and developmental domains. Barriers to adaptive functioning are a primary focus of the MINM-funded training program. Applications will be accepted until December 31, 1999. Further details are available at: http://www.ucr.edu/psychology/pd.html. Applicants should submit a letter of interest, curriculum vitae, and three letters of recommendation to: Barbara Rogoff. The deadline for applications is January 15, 1999.

APS OBSERVER
Postdoctoral Program in Drug Abuse Treatment and Services Research. Several traineeships in drug development and services research are available in the Department of Psychiatry, University of California, San Francisco (UCSF), in an active, multidisciplinary research environment. Traineeships are for two years, with the possibility of a third year. Trainees work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Trainees also select a specific area of focus for independent research. Current research interests of faculty include trials of efficacy and effectiveness of psychosocial and pharmacologic treatments of drug abuse, including nicotine dependence, signs and symptoms of drug abuse, diagnostic techniques, research on treatments tailored for HIV-positive drug abusers and drug abusers with psychiatric and medical disorders, research on the effects of drug abuse on abusing populations, innovative methodology, and treatment of complex patients in innovative settings. Stipends are funded by National Institute on Drug Abuse, Sharon Hall, Ph. D., Barbara Havassy, Ph. D., and James Sorenson, Ph. D. are Co-Directors. Postdoctoral Training Program in Drug Abuse Research, 401 Parnassus Ave, UCSF Box 0984-TRC, San Francisco, CA 94143-0984. Preceptors are expected to supplement stipend from non-NIH sources. Traineeship will begin Summer 2000. A priority of the department is the training of women and minorities for academic research careers. Materials should be sent to: Faculty Recruiting Coordinator, Box OBSR, Graduate School of Business, Stanford University, Stanford, CA 94305-5015. All applications will be held in the strictest confidence. Applications should be received in their entirety by November 15, 1999. Stanford University is an equal opportunity employer and encourages applications from women and ethnic minorities. CA23

FACULTY POSITIONS IN COGNITIVEPSYCHOLOGY - UNIVERSITY OF CALIFORNIA, IRVINE. The Department of Cognitive Sciences at University of California, Irvine, invites applications for two tenure-track positions in cognitive psychology, with a start date of July 1, 2000. Specific areas of interest are cognitive development, cognitive neuropsychology, social cognition, reasoning and decision making, language and speech, learning and memory, and neural networks. Candidates should have a strong record of research accomplishment commensurate with their academic rank and a serious commitment to undergraduate and graduate teaching. Applicants should submit a curriculum vitae, copies of relevant publications, three letters of recommendation, and a letter of interest indicating applicant's area of primary research interest taken from the list above. (More than one area may be mentioned, but for processing purposes please designate one primary area). Materials should be sent to: Search Committee for (Area), Department of Cognitive Sciences, University of California, Irvine, CA 92697. To ensure consideration, applications should be received by December 1, 1999. The University of California is an Equal Opportunity Employer Committed to excellence through diversity. CA24

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

COLORADO UNIVERSITY OF DENVER - Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 2000. The primary requirement for this position is excellence in research and teaching. We particularly encourage applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider individuals with other interests relevant to Child Clinical Psychology. At a minimum, a full vita, at least three letters of recommendation, and reprints/preprints to Child Clinical Search Committee, Department of Psychology, University of Denver, Denver CO 80208-0204. The University of Denver is an Equal Opportunity Employer. CO3

POSTDOCTORAL RESEARCH TRAINING FOR M.D.s and Ph.D.s in Neuroscience, Developmental Psychopathology and Psychopharmacology at the University of Colorado Health Sciences Center, Denver. Funded by NIMH, training emphasizes the neuroscience research tools (molecular, behavioral and psychopharmacologic) needed to understand complex behavioral disorders. Deadline is 12/31/99 for 1-2 year positions starting 7/1/2000. Write for brochure: Postdoc Program, UCHSC, Dept. of Psychiatry, 4200 E. 9th Ave., Denver, CO 80262, email: Martin.Reife@uchsc.edu, or visit our home page at http://www.uchsc.edu/sm/psych/postdoc/postdoc.htm for details. Women and minorities encouraged to apply. UCHSC is an Equal Opportunity/Affirmative Action Employer. CO4

CONNECTICUT ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY: The Department of Psychology at Yale University expects to make an appointment at the rank of Assistant Professor in clinical psychology effective July 1, 2000. Applications representing any area of specialization are welcome. Applicants are expected to have demonstrated excellence in research and will be expected to provide high-quality teaching at both undergraduate and graduate levels. Applicants should send a letter of application, a curriculum vita, and papers or reprints, and should arrange for at least three letters of recommendation to be sent to: Chair, Clinical Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, Box 208205, New Haven, CT 06520-8205. The deadline for completed applications is December 1, 1999. Yale University is an Equal Opportunity/Affirmative Action Employer. Applicants and applications from women and minority groups are especially welcome. CT2

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

**District of Columbia**

Chair, Department of Psychology, The George Washington University: The department of Psychology invites applications for a full Professor level, Chair, Department of Psychology. The ideal candidate will have come from an academic research-oriented culture, will place highest priority on persuading that culture as part of department excellence, and will demonstrate outstanding leadership and administrative skills in department goal-setting, planning, and achievement. The applicant is expected to have a strong grant and research publication record. The ideal candidate will have a track record of securing funding. The position will strengthen one of the department’s programs or research areas. The Psychology Department has an FTE of 21 and several part-time faculty; 220 undergraduate majors; 14 graduate students. The Ph.D. program includes Clinical, Industrial Organizational, and Applied Social; and Cognitive Neuropsychology. The department has several cross-program areas of research strength, such as Health Psychology, Community Psychology, Cognitive Psychology, Developmental Psychology, and Risk Taking. Additional information can be obtained at http://www.gwu.edu/~psych. Potential applicants may contact: Dr. Rolf A. Peterson, Ph.D., Chair, Search Committee, Department of Psychology, The George Washington University, Washington, D.C. 20052. Applications are strongly encouraged from women and/or minority candidates. The George Washington University is an Equal Opportunity/Affirmative Action employer. DC1

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

George Washington University Industrial/Organizational and/or Applied Social Psychology: Opening for an Assistant Professor to begin Fall 2000 in Industrial/Organizational and/or programs in both areas. Requirements include: strong grounding in theory and research, an active research program, effective teaching, and the ability to obtain external funding. Possibilities include attention to social cognition, decision-making, group processes, social influence, work and health, and organizational development, among others. Review of applications will begin on November 15, 1995, and continue until the position is filled. Submit a curriculum vita, statement of research and teaching interests, qualifications, and three letters of reference to: Health Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. Minorities and women are encouraged to apply. The University of Miami is an Equal Opportunity/Affirmative Action Employer. FL1

The University of Miami Department of Psychology, in collaboration with the Sylvester Comprehensive Cancer Center, invites applications for a mid-level tenure-track faculty position with a projected start date of January or August, 2000. We are especially interested in a person with an interest in counseling, psychotherapy, and research in one of the specialty areas include: social cognition, decision making, group processes, social influence, work and health, and organizational development, among others. Review of applications will begin on November 15, 1995, and continue until the position is filled. Submit a curriculum vita, statement of research and teaching interests, and three letters of reference to: Health Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. Minorities and women are encouraged to apply. The University of Miami is an Equal Opportunity/Affirmative Action Employer. FL2

Assistant Professor, Adult Clinical Psychology: The University of Miami invites applications for a mid-level clinical psychologist. The position is available at the Sylvester Comprehensive Cancer Center. The University of Miami is an Equal Opportunity/Affirmative Action Employer. FL3

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

The University of Florida invites applications for two full-time, tenure-accruing positions, with service to begin in the Fall Semester, 2000. Applications should include a curriculum vitae, a statement of research and teaching interests, up to five reprints or preprints, and three letters of recommendation. Application should submit a curriculum vita, representative reprints or preprints, a statement of current research and teaching interests and future directions, and four letters of reference to: Health Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124.
The School of Psychology at Georgia Tech plans to add new faculty this year in the areas of Industrial/Organizational, Cognitive, and Engineering Psychology/Human Computer Interaction.

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

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

Engineering Psychology/Human Computer Interaction. This position is at the assistant professor level and is a joint appointment with the College of Computing. The applicant's research area must fit within an identifiable or emerging area in both engineering psychology/human factors and human-computer interaction. The candidate is expected to participate in the Graphics, Visualization, and Usability Center (GVU) which is an interdisciplinary program administratively housed in the College of Computing. It is anticipated that the appointment will be 75% in Psychology and 25% in the College of Computing. The Engineering Psychology program and GVU maintain active collaboration with other programs within the School of Psychology as well as numerous other units of Georgia Tech. In addition, the programs maintain a wide variety of links to the industrial and business research community in the metropolitan Atlanta area. Address applications to Engineering/HCI Search Committee.

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

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

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

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

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

AN EQUAL OPPORTUNITY EMPLOYER.

IDAHO

The Department of Psychology at Boise State University invites applications for a two (2) tenure-track positions at the ASSISTANT PROFESSOR level, beginning the Fall 2000 semester. Applications are required to have an earned doctorate by August 15, 2000. Applicants should have an interest in and potential for excellence in university-level teaching, and demonstrated commitment to scholarly research. Both candidates will be expected to teach large General Psychology sections. One position will have a central focus on Human Learning theory and research; that candidate will teach a senior level Learning course. The other position is in Social Psychology; that candidate will teach a senior level course in Social Psychology. Secondary teaching interests for both candidates include but are not limited to: Personality and Industrial/Organizational Psychology.
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 organizations and to introduce MBA students to behavioral science principles.

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

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

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

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

The University of Chicago is an equal opportunity/affirmative action employer.
The Departments of African-American Studies and Psychology at the UNIVERSITY OF ILLINOIS AT CHICAGO seek to fill a joint, full-time, tenure-track position beginning in the Fall 1999 term. The appointment is planned for the junior level, although strong senior candidates will be considered. Area of specialization in psychology is open, however candidates are sought who fit comfortably within the context of Cognitive Psychology's focus on one of the following areas: biopsychology, clinical psychology, cognitive psychology, community and prevention research, and social psychology. The position includes teaching responsibilities in both African-American Studies and Psychology. Applicants must have completed their Ph.D. and have strong commitments both to research on race and ethnicity and to teaching in the context of a committed multicultural experience and to supervising students theses and dissertations. Salary is competitive and commensurate with experience. Interested applicants should submit a letter of application, a curriculum vitae, and three letters of recommendation to: Ms. Veronica Rodriguez, Search Coordinator, Department of Psychology (M/C 285), 1007 West Harrison, Chicago, Illinois 60666-7137. Review of applications will begin on November 30, 1999 and continue until position is filled. To insure full consideration, applications should be received by November 30, 1999. Questions regarding the position may be directed to Chairperson, Professor Olga Reyes at 312-413-2627, or through e-mail at olga@uic.edu. Minority and female candidates are strongly encouraged to apply. The University of Illinois at Chicago is an Equal Opportunity/Affirmative Action Employer. IL7

The UNIVERSITY OF ILLINOIS AT CHICAGO invites applications for two positions at the Assistant or Associate Professor level from individuals with research and teaching interests in Human Memory and Cognition. The two positions are intended to support and strengthen our newly-organized graduate program in Human Memory and Cognition. (1) Human Memory and Cognition: Candidates for this position will be expected to share responsibility for teaching basic graduate and undergraduate courses in memory and cognition, possibly undergraduate research methods, as well as courses in their own specialty area. (2) Cognitive Development in Infancy and Childhood: Candidates for this position will be expected to share responsibility for teaching basic graduate and undergraduate courses in cognitive development, possibly undergraduate research methods, as well as courses within their own specialty area. The Developmental position is a security-sensitive position. Before an offer of employment is made, the University will conduct a pre-employment background investigation which includes a criminal background check. For both positions, we are especially interested in candidates who have expertise in computational modeling (preferably neural networks) and/or cognitive neuroscience. Applicants must have a Ph.D. in psychology. Review of applications will begin December 1, 1999. All positions pending funding approval. The University of Illinois at Chicago is committed to diversity in the educational environment and encourages women, people of color, people with disabilities, and members of other underrepresented groups to apply. IL8

2 EXPERIMENTAL PSYCHOLoGIST POSITIONS (one definite, one anticipated): Psychology Department at AUGUSTANA COLLEGE, Rock Island, Illinois invites applications for two positions in areas of experimental psychology to begin September 2000. Duties will include teaching a lab course in an area of experimental psychology, statistics, research methods, and introduction to Psychology. Both positions will require stimulating and supervising student research. Ph.D. in psychology required. Augustana is a selective liberal arts college where the primary focus is teaching. Review of applications will begin December 15. Applications should include curriculum vitae, 3 letters of recommendation, a statement of research interests, a statement of teaching philosophy that addresses objectives, methods, and the role of Psychology in a liberal arts cur-
Rush-Presbyterian-St. Luke's Medical Center

We'd Rather Be High Quality Than High Profile.

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

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

CLINICAL PSYCHOLOGIST

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

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

More information on the Human Development and Social Policy Program is available at http://www.hdsp.sesp.nwu.edu/HDSP.html IL11

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

RUSH SYSTEM FOR HEALTH
tions. We seek candidates with an interest in how knowledge is developed, the presentations and the way in which organizational environments can support learning and change. Specific interests might include design and study of technological support for organizational change, effects of rapid change in workplace environments, the evolution and diffusion of innovation in corporate and other organizations. Given the interdisciplinary nature of the School, candidates are encouraged to apply from perspectives including but not limited to: organizational studies, information sciences, cognitive science, management science, anthropology, or social psychology. Responsibilities will include graduate teaching and advising in the Learning Sciences Program as well as teaching in the School’s undergraduate program in Learning and Organizational Change. The position offers the opportunity for broad-based work within the School of Education and Social Policy faculty as well as with scholars from Cognitive Science and the Kellogg Graduate School of Management. Northwestern is located in an attractive lakefront community adjacent to Chicago. Applicants should submit a statement of research and training interests, vita, representative reprints, and three letters of recommendation to Allan Collins and James Spillane, Search Committee Chair, 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 November 6, 2000. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Affirmative Action equity in contingent eligibility to work in the United States. II.14

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

THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY, invites applications for a tenure-track assistant professorship in the area of Clinical Psychology to begin September 2000. Although we are interested in outstanding applicants from all areas of clinical psychology, we especially encourage applications from those in the following areas: child psychopathology, addictive disorders, schizophrenia, personality disorders, treatment. Qualifications include outstanding research and teaching ability, as well as being licensed or license-eligible. Candidates should send a statement of their research interests, curriculum vitae, copies of representative publications, and three letters of recommendation to the Clinical Search Committee, Department of Psychology, Northwestern University, Evanston, IL 60208, USA. Applications from women and minority candidates are especially encouraged. In order to ensure full consideration, applications must be received by November 15, 1999. II.16

THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY, invites applications for a tenure-track assistant professorship in developmental psychology, beginning September 2000. Qualifications include outstanding research and teaching ability. We will consider candidates whose research topics might include, but are not limited to: organizational studies, information sciences, cognitive science, management science, anthropology, or social psychology. Responsibilities will include graduate teaching and advising in the Learning Sciences Program as well as teaching in the School’s undergraduate program in Learning and Organizational Change. The position offers the opportunity for broad-based work within the School of Education and Social Policy faculty as well as with scholars from Cognitive Science and the Kellogg Graduate School of Management. Northwestern is located in an attractive lakefront community adjacent to Chicago. Applicants should submit a statement of research and training interests, vita, representative reprints, and three letters of recommendation to Allan Collins and James Spillane, Search Committee Chair, 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 November 6, 2000. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Affirmative Action equity in contingent eligibility to work in the United States. II.14

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

THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY, invites applications for a tenure-track assistant professorship in the area of Clinical Psychology to begin September 2000. Although we are interested in outstanding applicants from all areas of clinical psychology, we especially encourage applications from those in the following areas: child psychopathology, addictive disorders, schizophrenia, personality disorders, treatment. Qualifications include outstanding research and teaching ability, as well as being licensed or license-eligible. Candidates should send a statement of their research interests, curriculum vitae, copies of representative publications, and three letters of recommendation to the Clinical Search Committee, Department of Psychology, Northwestern University, Evanston, IL 60208-2710, USA. Applications from women and minority candidates are especially encouraged. In order to ensure full consideration, applications must be received by November 15, 1999. II.16

THE DEPARTMENT OF PSYCHOLOGY, NORTHWESTERN UNIVERSITY, invites applications for a tenure-track assistant professorship in developmental psychology, beginning September 2000. Qualifications include outstanding research and teaching ability. We will consider candidates whose research topics might include, but are not limited to: organizational studies, information sciences, cognitive science, management science, anthropology, or social psychology. Responsibilities will include graduate teaching and advising in the Learning Sciences Program as well as teaching in the School’s undergraduate program in Learning and Organizational Change. The position offers the opportunity for broad-based work within the School of Education and Social Policy faculty as well as with scholars from Cognitive Science and the Kellogg Graduate School of Management. Northwestern is located in an attractive lakefront community adjacent to Chicago. Applicants should submit a statement of research and training interests, vita, representative reprints, and three letters of recommendation to Allan Collins and James Spillane, Search Committee Chair, 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 November 6, 2000. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Affirmative Action equity in contingent eligibility to work in the United States. II.14
The Department of Psychology at PURDUE UNIVERSITY invites applications for a tenure-track position in the area of cognitive neuroscience. The Department is an active and vibrant area of research with a strong commitment to teaching at both the undergraduate and graduate levels. Applicants should submit a letter describing research and teaching interests, a vita, and letters with discussions of teaching strengths from three references to: Cogni­
cognitive and computational techniques to study cogni­vate a position in the other de­
clinical psychology program. Participants in a camp­
ments in any area of Human Cogni­
clinical psychology program. The Department is also hiring in cognitive psychology this year (see separate ad). A research­
doing graduate student clinical work, and teaching undergraduate and gradu­
field and psychology journals,暴参与 in our APA­
development of teaching and research strengths to Professor Thomas J. Berndt, Clinical Psychology Search Committee, Department of Psychological Sciences, Purdue University, West Lafayette, IN 47907-1364. Application review begins November 1, 1999, but applications will be accepted until the position is filled. Women and minorities are especially encouraged to apply. AA/EEO IN2

COGNITIVE PSYCHOLOGY, FULL PROFESSOR AND TEN­sion that include a discussion of teaching potential to interact collegiaUy, a

The Department of Psychology at PURDUE UNIVERSITY INDIAN­

Recent research and teaching interests, a vita, reprints of publications, and three let­

COGNITIVE NEUROSCIENCE:Tenure-track Assistant/As­sociate Professor at PURDUE UNIVERSITY, beginning August, 2000. Ph.D. required. Preference given to applicants who use scan­ning, event-related potential (ERP), or computo­

The Department of Psychology at Goals, seeks a qualified individual with a record of publications in refereed psychology journals, evi­

The Department of Psychology at INDIANA UNIVERSITY, BLOOMINGTON, INDIANA, invites applications for a tenure-track position in the area of cognitive neuroscience to begin in August, 2000. Candidates should provide evidence of excellent research and be strongly committed to teaching at both the undergraduate and graduate levels. Applicants should submit their vita, reprints or preprints of relevant papers and arrange to have three letters of reference sent to: Professor Joseph E. Steinmetz, Chair, Department of Psychology, Indiana University, 1101 E. 10th Street, Bloomington, IN, 47405-7007. Deadline for applications is Janu­ary 2000. Application from women and minority candidates are especially encouraged. Indiana University is an Affirmative Action/Equal Op­portunity Employer. AA/EEO IN4

COGNITIVE PSYCHOLOGY, FULL PROFESSOR AND TEN¬ure-track Assistant Professor: The Psychology Department at IOWA STATE UNIVERSITY, Ames, IA, seeks a qualified individual with a record of publications in refereed psychology journals, evi­

The Department of Psychology at PURDUE UNIVERSITY INDIAN­NAPOLIS (IUPUI) invites applications for a tenure-track faculty position at the Assistant or Associate Professor level in clinical, rehabil­i­tation, or health psychology. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be able to contribute to the research activities of the Psychology program. Review of applications will begin November 26th and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (p)reprints, and have three letters of references sent to: Lisa Larson, Chair of the Counseling Search Committee, Department of Psychology, W112 Lago marino HalI, Iowa State University, Ames, IA 50011-3180 (lmlarson@ iastate.edu). Iowa State University is an Affirmative Action Equal Op­portunity Employer. IA2

The Psychology Department at WICHITA STATE UNIVER­SITY, subject to budgetary approval, seeks a qualified individual to fill a tenure eligible assistant professor position in the Human Factors Program. Individuals with training or experience in human factors or other areas of applied experimental psychology are sought. The Department offers the Ph.D. in Human Factors and Community-Clinical Psychology. Applications must have a Ph.D. in Psych­ology or other appropriate field. Applicants shall have research experience in one or more of the following areas: aging, motor control, safety, medical systems, rehabilita­tion, training and learning method­ology, and any of the four ethnic studies programs on campus. Candidates in all areas of counseling psychology are invited to apply. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be able to contribute to the research activities of the Psychology program. Review of applications will begin November 20th and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (p)reprints, and have three letters of references sent to: Professor Joseph E. Steinmetz, Chair, Department of Psychology, Indiana University, 1101 E. 10th Street, Bloomington, IN, 47405-7007. Deadline for applications is Janu­ary 2000. Application from women and minority candidates are especially encouraged. Indiana University is an Affirmative Action/Equal Op­portunity Employer. AA/EEO IN4

The Department of Psychology at IOWA STATE UNIVERSITY, Ames, IA 50011-3180 (lmlarson@ iastate.edu). Iowa State University is an Affirmative Action Equal Op­portunity Employer. IA2

The Department of Psychology at WICHITA STATE UNIVER­SITY, subject to budgetary approval, seeks a qualified individual to fill a tenure eligible assistant professor position in the Human Factors Program. Individuals with training or experience in human factors or other areas of applied experimental psychology are sought. The Department offers the Ph.D. in Human Factors and Community-Clinical Psychology. Applications must have a Ph.D. in Psych­ology or other appropriate field. Applicants shall have research experience in one or more of the following areas: aging, motor control, safety, medical systems, rehabilita­tion, training and learning method­ology, and any of the four ethnic studies programs on campus. Candidates in all areas of counseling psychology are invited to apply. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be able to contribute to the research activities of the Psychology program. Review of applications will begin November 20th and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (p)reprints, and have three letters of references sent to: Professor Joseph E. Steinmetz, Chair, Department of Psychology, Indiana University, 1101 E. 10th Street, Bloomington, IN, 47405-7007. Deadline for applications is Janu­ary 2000. Application from women and minority candidates are especially encouraged. Indiana University is an Affirmative Action/Equal Op­portunity Employer. AA/EEO IN4

IOWA STATE UNIVERSITY COUNSELING PSYCHOLOGY: The Department of Psych­ology has targeted the Counseling Psychology program for expansion based on its commitment to excel­lence. We now initiate this process by inviting applications for TWO positions in our APA-accredited program in counseling psychology, to begin in August 2000. The first position is a tenure-track assistant professor position, and the second is a tenured associate or full profes­sor position. The department also hires interested in psychology this year (see separate ad). A research­friendly teaching load involving graduate and undergraduate instruction creates a favorable situation for a productive career in our sup­portive and growing program. The counseling psychology program works closely with the Student Counseling Service and its APA­accredited predoctoral internship. Additional research and grant op­portunities are available through the Office of Precollege Programs for Talented and Gifted, the Center for Women in Politics, and any of the four ethnic studies programs on campus. Candidates in all areas of counseling psychology are invited to apply. The successful candidate will have a record of publications in refereed psychology journals, evidence of teaching potential commensurate with experience, and be able to contribute to the research activities of the Psychology program. Review of applications will begin November 20th and continue until the position is filled. Send a cover letter describing research and teaching interests, vita, relevant (p)reprints, and have three letters of references sent to: Professor Joseph E. Steinmetz, Chair, Department of Psychology, Indiana University, 1101 E. 10th Street, Bloomington, IN, 47405-7007. Deadline for applications is Janu­ary 2000. Application from women and minority candidates are especially encouraged. Indiana University is an Affirmative Action/Equal Op­portunity Employer. AA/EEO IN4

KANSAS

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with diverse populations. Wichita State University is located in the state's largest city and major industrial metropolitan area with a population of approximately a half a million. Salary is competitive. females and minorities are encouraged to apply. Application deadline is November 15, 1999, or the 15th of the month thereafter until the position is filled. Send a letter of application, resume, and three letters of recommendation to Dr. Charles Burdasil, Chairperson, Psychology Department, Wichita State University, 1845 N. Fairmount, Wichita, KS 67208-0034 (620) 266-4276.

LOUISIANA

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

TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, anticipates an opening for a tenure-track INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST at the beginning of or advanced AS/AntiPROFESSOR level starting in August 2000. The successful applicant will be expected to establish a strong research program in an area of Industrial/Organizational psychology. We would particularly like to hear from candidates who have I/O research interests and teaching interests in related areas of occupational health psychology such as worker health and safety training, occupational stress, safety climate, and safety performance. Teaching responsibilities include courses at the undergraduate and graduate level. The successful candi-

MARYLAND

Postdoctoral Research Fellowships in SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS Postdoctoral human research fellowships in a stimulating and productive environment with excellent resources. Prepared for the major research environment, please submit curriculum vitae and names of three references to Dr. David S. Krantz, Chairperson. For the Clinical Psychology position, submit curriculum vitae and names of three references to Dr. Michael Feuerstein, Clinical Training Director. For either position, mail to Department of Medical and Clinical Psychology, Uniformed Services University of the Health Sciences, 4301 Jones Bridge Road, Bethesda, MD 20814. All Faculty in Psychology is required for both positions. The Search Committee will begin reviewing applications by December 1, 1999. Relocation expenses are not authorized. Information about the Department and School is available on the World Wide Web at http://www.usuhs.mil/mps.

THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF MARYLAND AT COLLEGE PARK has an opening for an assistant professor in its Counseling Psychology Program. The research area is open, but the person should provide evidence of research productivity, and have a clear program of research capable of attracting external support. The person hired must teach graduate courses in psychometrics and assessment, undergraduate courses, and supervise student research. Please send a CV, a statement of research and teaching interests, and arrange to have three letters of recommendation sent to Dr. Clara E. Hill, Counseling Search Committee Chair, Department of Psychology, University of Maryland, College Park, MD 20742. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. For best consideration, materials should be received by 1 December 1999.
Assistant Professor of Psychology - Tenure-track position in Clinical Psychology with significant teaching and service responsibilities in the American Studies Program to begin Fall 2000 semester. Doctorate in Clinical Psychology required. Research and teaching expertise should address social, cultural, and developmental issues as they pertain to American Mental Health. Relevant research areas might include individual, family, or community mental health needs and strategies related to issues such as racial identity formation, refugee trauma and resilience. Immigrant/minority acculturation, and the effects of stress on normal and abnormal development among Asian Americans. Responsibilities include an active research program and teaching at both the graduate and undergraduate level, including direction of undergraduate honors theses, Masters theses, and Dissertations. Search 610-330.

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

Further information about the department and programs is available at our web sites: http://psychonweb.org and http://psycnweb.org/aas/aps>. Review of applications for both positions will begin in mid-October 1999 with the intention of inviting finalists for interviews in November and December. Candidates should send a description of research and teaching experience, curriculum vita, preprints, and three letters of recommendation to the Office of Human Resources. Search number of position for which you are applying, University of Massachusetts Boston, 10 Morrissey Blvd., Boston, MA 02125-3393. Fax number of Psychology Dept. is 617-287-6356. Filling of positions is subject to availability of funding. An Affirmative Action/Equal Opportunity, Title IX employer.

PSYCHOLOGY MA4

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

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

Further information about the department and programs is available at our web sites: http://psychonweb.org and http://psycnweb.org/aas/aps>. Review of applications for both positions will begin in mid-October 1999 with the intention of inviting finalists for interviews in November and December. Candidates should send a description of research and teaching experience, curriculum vita, preprints, and three letters of recommendation to the Office of Human Resources. Search number of position for which you are applying, University of Massachusetts Boston, 10 Morrissey Blvd., Boston, MA 02125-3393. Fax number of Psychology Dept. is 617-287-6356. Filling of positions is subject to availability of funding. An Affirmative Action/Equal Opportunity, Title IX employer.

PSYCHOLOGY Massachusetts

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

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. degree to be completed by September 2000. In exceptional circumstances, a senior appointment will be considered. Area of specialization is open. The normal yearly course load consists of two survey courses on Psychological Disorders or Personality, the psychopathology section of a team-taught Introductory Psychology course, an advanced research seminar in the candidate’s specialization, 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 effective teaching 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 applications from women and minorities.

PSYCHOLOGY OF LANGUAGE. The Psychology Department at the COLLEGE OF THE HOLY CROSS has a tenure-track position in the psychology of language to begin Fall 2000. Applicants must have or be near completion of the Ph.D., have an active research program, and be committed to teaching in a small, liberal arts environment. Responsibilities include: teaching specialty-area (e.g., psychology of language) and service courses (e.g., introductory psychology, statistics, or research methods); directing undergraduates in independent studies; and maintaining an active research program. Specialty areas of interest include: discourse processes, ASL and deaf culture, language acquisition / development, language perception and production, thought and culture, and the evolutionary basis of language and communication. The College provides a one-semester junior-faculty research leave. Applicants should submit a curriculum vita, recent reprints, statements of research interests and of teaching interests and philosophy, and three letters of recommendation, at least one of which focuses on teaching or teaching potential. Send all materials to Patricia Kramer, Chair, Psychology Department, College of the Holy Cross, PO Box 38A, Worcester, MA 01610. The deadline for all materials is November 15, 1999. The College of the Holy Cross, a Jesuit undergraduate liberal arts institution, encourages applications from women and minorities. An Equal Employment/Affirmative Action Employer, Williams College.

APS OBSERVER October 1999
SUFFOLK UNIVERSITY, Department of Psychology is seeking a tenure-track licensed psychologist beginning September 2000 to succeed Assistant Professor of Clinical Psychology (for September). Duties include undergraduate and graduate teaching, clinical practice, and research supervision. Applicants must have a Ph.D. in clinical psychology and experience in clinical practice and research supervision. Review of applications begins immediately. Women and minority candidates are especially encouraged to apply. MA8

Cognitive Psychologist: (Pending Approval) The Department of Psychology at BOSTON UNIVERSITY announces a tenure-track opening at the assistant professor level beginning Fall 2000. Strong candidates will show evidence of the ability to develop an original, independent, and externally funded program of cognitive research. Responsibilities will include undergraduate and graduate teaching and supervising doctoral students. Applications should submit vita, reprints/preprints, a statement of research and teaching interests, and three letters of recommendation to: Jack Demick, Chair, Psychology Department; Suffolk University; 8 Ashburton Place, Boston, MA 02108. Review of applications will begin immediately. Suffolk University is an equal opportunity employer. MA6

HARVARD UNIVERSITY. The Department of Psychology anticipates the availability of a tenure-track position at the assistant or ( untenured) associate professor level to begin July 1, 2000. One appointment will be in the area of experimental psychopharmacology and the other will be in the area of developmental psychology. Candidates with strong research and teaching interests in either of these areas are invited to submit a vita, letters of recommendation, and three letters of recommendation to: Beverly Dohman, Department of Psychology, Harvard University, 33 Kirkland St., Cambridge, MA 02138. Applications should be received by November 1, 1999. Applications from women and members of minority groups are especially welcome. Harvard University is an Affirmative Action/Equal Opportunity Employer. MA9

MICHIGAN Assistant Professor of Social or Personality Psychology. The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks applicants for a tenure system position effective 8/16/00. Applicants with specialization in either of two areas are especially welcome. One position emphasizes individual differences and/or development of knowledge, skill, and expertise, including the impact of cognitive aging. Please send a cover letter discussing research and teaching interests and how they relate to real-world problems, plus a vita, three or more letters of recommendation, and representative papers to: Thomas Carr, Applied Cognitive Search Committee, Dept. of Psychology, Michigan State University, East Lansing, MI 48824-1117. Review of applications will begin by November 12, 1999. We seek a clinical psychologist with a strong research program and a commitment to mentorship of graduate students. Applicants should have a Ph.D. in Clinical Psychology and a postdoctoral fellowship. Contact: Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824. Review of applications will begin December 1, 1999 and will continue until positions are filled. Michigan State University is an Affirmative Action/Equal Opportunity Employer. MI2

The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking an outstanding clinician psychologist for a tenure system appointment at the rank of assistant professor effective August 16, 2000. We seek a clinical psychologist with a strong research program and a commitment to mentorship of graduate students. Applicants should have a Ph.D. in Clinical Psychology and a postdoctoral fellowship. Contact: Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824. Review of applications will begin December 1, 1999 and will continue until positions are filled. Michigan State University is an Affirmative Action/Equal Opportunity Employer. MI4

EASTERN MICHIGAN UNIVERSITY: Tenure-track positions in the Clinical Psychology beginning Fall 2000. Requires Ph.D. in Clinical Psychology from an APA accredited program, internship in APA accredited setting, and eligibility for Michigan licensure in psychology. In addition, the candidate should have a research specialization that would enhance our program. Candidates should demonstrate capability to teach both undergraduate and graduate-level courses, develop own program of research involving students, publish research, and engage in community service. Screening begins on or about December 15 and will continue until

APPLIED COGNITIVE SCIENCE - The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks outstanding scientists for who two tenure system positions at the rank of Assistant Professor of Psychology effective August 16, 2000, in an applied Cognitive Science Initiative intended to integrate cognitive, industrial-organizational and social approaches to expertise in skilled performance. Candidates should have strong training in cognitive psychology and research career in applied psychology. Applicants are especially encouraged to apply. MI6

December 31, 1999. Contact: Program Administrator, Clinical Psychology, Bader Children's Center, 3 Blackfan Circle, Boston, MA 02115, (617) 232-8390, x2559, crtr@jhbc.harvard.edu. MA8
Two tenure-track positions in psychology at Michigan State University, Ypsilanti, MI 48197. EMU enroll approximately 24,000 students in over 100 programs. The Psychology Department has approximately 550 undergraduate and 120 graduate students in Clinical, Clinical Behavioral, and General Psychology. The EMU campus is located in the Ypsilanti/Ann Arbor community, five miles from downtown Ann Arbor and 35 miles west of Detroit. We encourage women and members of minority groups to consider this opportunity. EMU is an Equal Opportunity Employer.

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 developmental experimental, or developmental psychobiology to complement our strengths in cognitive science, social-personality psychology, or behavioral neuroscience. We are interested in candidates in one of these areas who have demonstrated the potential to be productive researchers and effective teachers at both the undergraduate and graduate levels. Investigators with postdoctoral research experience are especially encouraged to apply, as are women and members of minority groups. Review of applications will begin December 1, 1999 and continue until the position is filled. Applicants should send a vitae, representative reprints/preprints, 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. EMU is an AA/EEO employer.

RESEARCH INVESTIGATOR POSITION PSID CHILD DEVELOPMENT SUPPLEMENT SURVEY RESEARCH CENTER INSTITUTE FOR SOCIAL RESEARCH UNIVERSITY OF MICHIGAN The ongoing Child Development Supplement to the Panel Study of Income Dynamics (PSID), funded by the National Institute of Child Health and Human Development, invites applications for a Ph.D. to assist and collaborate in conducting large-scale research projects on understanding the effects of family, school, and neighborhood contexts on child development: work with an advisory group, the co-principal investigators, and two subcontractors to develop the pretest/final questionnaires and assessments of child development; independently develop materials and supervise training of interviewers; monitor study progress; evaluate scales and prepare documentation; conduct analyses; collaborate in preparing manuscripts. Applicants should have an interest in child developmental, and health of children as well as demonstrated scholarly productivity along with proven ability to work independently and collaboratively. Candidates must have a Ph.D. in social psychology, developmental psychology, child development or relevant social science discipline, training and experience assessing the development of children in a variety of age ranges, experience in preparing for publication scientific manuscripts concerning child development, training and experience in research methods and statistical techniques for the collection and analysis of data on children. Project participation in previous research training or experience, previous use of SAS, psychometric training, including scaling and factor analysis, and strong quantitative orientation are highly desirable. Applicants should submit a curriculum vitae, statement of research interest, reprints/preprints of relevant publications and three letters of recommendation to Sandra L. Hoffman, Institute for Social Research, University of Michigan, Ann Arbor, MI 48106-1248. The University of Michigan is a non-discriminatory/affirmative action employer.

Quantitative Psychologist. The Department of Psychology at the Central Michigan University invites applications for a tenure-track position at the Assistant Professor level effective 8/00. The position involves teaching undergraduate and graduate courses in measurement, statistics, and research methodology. Applicants must have expertise in an area within quantitative psychology and be able to teach multivariate data analysis courses. Applicants must have evidence of potential for teaching excellence and a strong record of research productivity and will be expected to develop an independent research program in quantitative methods. The ideal candidate will be able to share expertise with students and colleagues through collaborative research or as a consultant on grants. A doctorate in Quantitative Psychology is expected, although ABD will be considered. Screening of candidates will continue until the position is filled. Send an application letter, vita, reprints, preprints, three letters of reference to: Dr. Richard Backs, Chair, Quantitative Search Committee, Psychology, Central Michigan University, Mt. Pleasant, MI 48859. For additional information, contact Dr. Backs at (517) 774-0497, or richard.backs@cmich.edu. CMU, an AA/EEO institution, is strongly and actively committed to embracing diversity within its community. (see www.cmich.edu/aaei.html.)

FERRIS STATE UNIVERSITY - Two tenure-track positions in psychology at Ferris State University. Applicants must demonstrate potential for teaching excellence, be able to contribute to development of department, and have interpersonal and communication skills sufficient to be able to work effectively with a diverse array of students and colleagues.  
Exper ience in the area of gender, race/ethnicity, religion, and/or human sexuality also highly desirable. Ability to involve students in research preferred. Positions are available August, 2000. Salary competitive with other state-assisted universities.

MISSISSIPPI The Department of Psychology at Mississippi State University seeks to fill a tenure-track Assistant Professor position in Clinical Psychology for Fall 2000. Applicants must have graduated from an APA-accredited clinical psychology doctoral program, have completed an APA-approved internship program, and should be willing to pursue licensure in a timely fashion. Well-qualified candidates who are interested in the area of personality are especially encouraged to apply.

The Department of Psychology at Wayne State University seeks to fill a position in Quantitative Psychology and Workplace Psychology. Both appointments require a Ph.D. degree in psychology and include effective role August, 2000. Normal teaching loads are two courses per semester, advanced undergraduate and graduate instruction. Both appointees are expected to maintain active, funded research programs. The department has particular interest in cross-disciplinary research in both psychology and workplace psychology, cognitive neuroscience, and applied developmental psychology. Academic rank is open for both positions and are tenured/tenure-stream. For the Quantitative Psychology position, the successful candidate is expected to affiliate with one of more of our doctoral training programs in biopsychology, clinical, cognitive, industrial/organizational, lifespan development, and health psychology. Candidates are expected to demonstrate expertise in an advanced experimental design. Additional areas of interest include psychometric theory (e.g., IRT), structural equation modeling, hierarchical linear modeling, and cognitive modeling. For the Workplace position, we seek candidates with formal training in Industrial/Organizational Psychology. Preference may be given to those with a primary background and experience in Organizational Psychology. Individuals with strong quantitative backgrounds are particularly encouraged to apply. Interested applicants should send a letter of interest, vita, reprints and teaching interests, an up-to-date c.v., copies of recent publications and three letters of reference to: Chair of the Search Committee at: Department of Psychology, Wayne State University, 11 W. Warren Ave., Detroit, MI 48202. Applications will be accepted until Dec 1, 1999 or until positions are filled.

For more information about the department, visit our web site: www.science.wayne.edu/~psych. Wayne State University is an equal opportunity/affirmative action employer.

MISISSIONI The Department of Psychology at University of Mississippi State University seeks to fill a tenure-track Assistant Professor position in Clinical Psychology for Fall 2000. Applicants must have graduated from an APA-accredited clinical psychology doctoral program, have completed an APA-approved internship program, and be willing to pursue licensure in a timely fashion. Well-qualified candidates are encouraged to apply. The successful candidate will teach clinically oriented undergraduate and graduate courses, supervise graduate student research, assist in the development of a psychology clinic, and maintain a program of scholarly research. The clinical emphasis graduate program is accredited by the Masters in Psychology Accreditation Council. University of Mississippi State University, located in a progressive Sunbelt state, is one of the top 100 research institutions in the nation, and teaching excellence is explicitly valued.
interested applicants should send a curriculum vita, three letters of support, teaching evaluations (if available), reprints/preprints, and a brief letter of application indicating teaching and research interests to: Dr. Charles L. Spirtos, Chair, Clinical Search Committee, P.O. Drawer 6161, Mississippi State University, Mississippi State, MS 39762-6161. Review of applications will begin November 9 and continue until the position is filled. Mississippi State University is an Affirmative Action/Equal Opportunity Employer.

MISSOURI

DEVELOPMENTAL PSYCHOLOGIST: Psychology Department at the University of Missouri-St. Louis seeks candidates for a tenure-track Developmental Psychologist, Assistant Professor level, beginning August 2000. Any subspecialty of developmental psychology is acceptable (include teaching undergraduate courses in child and adolescent psychology and an occasional graduate course in developmental psychology). Position requires establishing a research program and teaching duties in psychology. Salary is competitive. The department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, research and teaching statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Cognitive Psychology Search Committee, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO1

COGNITIVE PSYCHOLOGIST: Psychology Department at the University of Missouri-Columbia (MU) is inviting applications for five tenure-track positions in the area of ADDICTIVE BEHAVIORS. The hires represent an institutional effort to establish one of the nation's preeminent research collaborations on the biobehavioral and psychosocial determinants of addiction and substance abuse and form the foundation for a premiere predoctoral and postdoctoral program in admissions from behavioral and social science perspectives. New faculty will be joining an already established group of addiction researchers affiliated with both the Department of Psychology (Lynne Cooper, Ken Sher, Wendy Siuske, Tan Trull, Phil Wood) and the Department of Family and Community Medicine (Dan Longo and Dan Vinson). As part of the same institutional initiative, the Department of Family and Community Medicine will also be adding two new lines in the next two years. The Department is committed to hiring researchers that are part of the new NIAAA-funded Missouri Alcohol Research Center (MARC) directed by Andrew Heath at Washington University School of Medicine (WUSM) and involving collaborators from WUSM, SLU, Saint Louis University, the Palo Alto VA Medical Center, and the Queensland Institute of Medical Research. The MARC provides exciting new resources for relevant to developmental aspects of addiction, addiction and family processes, the genetic epidemiology of alcoholism, mechanisms of comorbidity, quantitative methodology, and psychophysiology. We are seeking qualified individuals with interests in five areas. Rank is open. Both junior and senior candidates can be considered for any position but more senior applicants must demonstrate a strong research program along with efforts to secure external funding for research. Salary is competitive.

The Department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, teaching and research statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Cognitive Psychology Search Committee, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO2

THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF MISSOURI-COLUMBIA (MU) is inviting applications for five tenure-track positions in the area of ADDICTIVE BEHAVIORS. The hires represent an institutional effort to establish one of the nation's preeminent research collaborations on the biobehavioral and psychosocial determinants of addiction and substance abuse and form the foundation for a premiere predoctoral and postdoctoral program in admissions from behavioral and social science perspectives. New faculty will be joining an already established group of addiction researchers affiliated with both the Department of Psychology (Lynne Cooper, Ken Sher, Wendy Siuske, Tan Trull, Phil Wood) and the Department of Family and Community Medicine (Dan Longo and Dan Vinson). As part of the same institutional initiative, the Department of Family and Community Medicine will also be adding two new lines in the next two years. The Department is committed to hiring researchers that are part of the new NIAAA-funded Missouri Alcohol Research Center (MARC) directed by Andrew Heath at Washington University School of Medicine (WUSM) and involving collaborators from WUSM, SLU, Saint Louis University, the Palo Alto VA Medical Center, and the Queensland Institute of Medical Research. The MARC provides exciting new resources for relevant to developmental aspects of addiction, addiction and family processes, the genetic epidemiology of alcoholism, mechanisms of comorbidity, quantitative methodology, and psychophysiology. We are seeking qualified individuals with interests in five areas. Rank is open. Both junior and senior candidates can be considered for any position but more senior applicants must demonstrate a strong research program along with efforts to secure external funding for research. Salary is competitive.

The Department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, teaching and research statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Cognitive Psychology Search Committee, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO2

COGNITIVE PSYCHOLOGIST: Psychology Department at the University of Missouri-St. Louis seeks candidates for a tenure-track Developmental Psychologist, Assistant Professor level, beginning August 2000. Any subspecialty of developmental psychology is acceptable (include teaching undergraduate courses in child and adolescent psychology and an occasional graduate course in developmental psychology). Position requires establishing a research program and teaching duties in psychology. Salary is competitive. The department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, research and teaching statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Developmental Psychologist Search Committee, P.O. Drawer 6161, Mississippi State University, Mississippi State, MS 39762-6161. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO1

COGNITIVE PSYCHOLOGIST: Psychology Department at the University of Missouri-St. Louis seeks candidates for a tenure-track Developmental Psychologist, Assistant Professor level, beginning August 2000. Any subspecialty of developmental psychology is acceptable (include teaching undergraduate courses in child and adolescent psychology and an occasional graduate course in developmental psychology). Position requires establishing a research program and teaching duties in psychology. Salary is competitive. The department offers the Ph.D. in clinical (APA-approved) and industrial/organizational psychology, and has a small doctoral program in experimental psychology. Send application letter, research and teaching statements, vita, 3 letters of reference, and reprints of research publications by December 17, 1999, to Chair, Developmental Psychologist Search Committee, P.O. Drawer 6161, Mississippi State University, Mississippi State, MS 39762-6161. The University of Missouri is an equal opportunity/affirmative action employer committed to excellence through diversity. MO1

NEBRASKA

ASSISTANT PROFESSOR: CREIGHTON UNIVERSITY is a Jesuit, Catholic institution that encourages applications from qualified individuals of all backgrounds who believe they can contribute to the cultural and academic diversity of the university. We are seeking qualified individuals for two full-time tenure track positions at the entry level. (1) PHYSIOLOGICAL PSYCHOLOGY/BIOLOGY: Candidates should have a Ph.D. in psychology and be qualified to teach courses in physiological/biology, introductory, and experimental psychology, as well as other courses within the faculty member's area of competence (e.g., psychopharmacology, and brain and behavior) as determined by the chairperson of the department. (2) FORENSIC PSY...
POSITIONS AVAILABLE

The Department of Psychological and Brain Sciences and The Center for Cognitive Neuroscience at DARTMOUTH COLLEGE announce two openings in the area of human cognitive neuroscience starting in the fall of 2000. Candidates must be experienced in some aspect of cognitive neuroscience research and committed to excellence in teaching. Of the two openings, one is at the assistant professor level, and one is open to rank.

The Department of Psychological and Brain Sciences and The Center are jointly housed in new facilities and will have a variety of brain imaging modalities available including fMRI, ERP, and MEG. For candidates at the assistant professor level, post-doctoral training is desirable. Dartmouth College is an equal opportunity/affirmative action employer and encourages applications from minorities and women.

For further information, please contact the Search Committee Chair. Candidates for either position should submit a letter of application, vita, and at least three letters of recommendation to: Cognitive Neuroscience Search Committee, Department of Psychological and Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover, NH 03755-3578. The review of applications will begin on October 30, 1999, and continue until the positions are filled. NH2

NEW HAMPSHIRE

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

NEW JERSEY

RUTGERS UNIVERSITY

Psychology Department. Four positions, open for Fall 2000 or 2001, are for tenure track assistant professors, but appointments at a more advanced level will be considered for exceptional candidates. Clinical Psychology. Although a record of excellence in empirical research is more important than any specific area of scholarship, candidates whose research is linked strongly to the cognitive or behavioral neurosciences, whose research is in experimental psychopathology or any area of treatment process/treatment outcome, are particularly attractive. The program at Rutgers is strongly committed to a clinical scientist training model. Candidates should be licensed-eligible in New Jersey. Social/Personality/Organizational Psychology. We seek candidates with specialization in one or more of the following: I. Any aspect of Social Cognition, especially research on dyadic relationships. Expertise in cognitive psychology/cognitive science would be an asset; II. Any aspect of Personality/Self Psychology, especially research on self and social identity (e.g., the role of the self in decision making; III. Health Psychology. Expertise in experimental psychology, health psychology, or biopsychosocial models of health and illness. Candidates should be license-eligible in New Jersey. Applicants should submit a curriculum vita, a letter indicating the position to which they are applying, a brief statement of research and teaching interests, and representative reprints/preprints to Dr. Craig Ewart, Chair of Psychology, Search Committee for Position Title, 430 Huntington Hall, Rutgers University, New Brunswick, NJ 08901. Applications should be postmarked no later than December 1, 1999 and will be considered. NJ2

SYRACUSE UNIVERSITY

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

Responsibilities of each position include teaching (2 courses per semester), research, and collaborative projects. A leading scholar with an interdisciplinary or multicultural orientation in research and policy analysis is expected. Candidates should be able to teach in a variety of areas of psychology, including theoretical and applied psychology. Applicants should submit a curriculum vita, a letter of application indicating the position to which they are applying, a statement of research and teaching interests, and a list of three references to: Search Committee for Position Title, Department of Psychology, SUNY Syracuse University, 239 Singer Hall, Syracuse, NY 13244-2340. Applications should include a statement of the candidate's teaching and research interests, a statement of how the candidate's work will contribute to the University's diversity programs, and a statement of the candidate's teaching and research activities that will contribute to the University's diversity programs. Applicants should also arrange for three letters of reference to be sent to the address above. The University is an affirmative action/equal opportunity employer. Applications received by November 1, 1999 will receive full consideration. NY2
intergroup relations or in motivation and emotion; or research investigating cross-cultural differences in the construction and meaning of identity). The ideal candidate would have experience in evolutionary psychology, neuroscience/behavioral biology, behavior genetics, psychology of aging, and/or tests and measurements. Health Psychology. We seek candidates whose work will stimulate the integration of psychosocial and biological factors in one or more of the following areas: I. Applied research on factors contributing to the understanding of processes in physical disease; II. Health promoting and health-damaging behaviors; III. Adaptation to physical disease. Expertise in the genetic or neuropsychological factors in physical disease, and/or in the use of biostatistics and multivariate models used in health research, is desirable. Cognitive Neuroscience. We seek candidates with major research programs that analyze cognitive structure and function using methods that involve human nervous system. Candidates are sought whose work employs one or more of a range of approaches, including behavioral, computational and neuroimaging studies. The particular area of specialization is less important than the innovation and strength of the research. Please send a curriculum vitae with representative reprints, and arrange for three letters of recommendation to be sent to the appropriate Search Committee. Department of Psychology, Rutgers University, 152 Frelinghuysen Rd., Piscataway, NJ 08854-8020. Applications will be reviewed upon receipt and interviews conducted prior to the 12/1/99 deadline. Rutgers University is an Equal Opportunity/Affirmative Action Employer. NJ3

RUTGERS-NEWARK CAMPUS. The Department of Psychology anticipates making one tenure track Assistant Professor level appointment in the area of Human Computer-Interaction broadly defined. We are particularly seeking individuals in one of the two following areas: LEARNING—especially in how it may relate to information technology, the Web or IT or CAL. The second area of interest is in the area of DECISION THEORY especially in how it may relate to use and implications of social aspects of information technology or the Web. Candidates must be effective teachers at the graduate and undergraduate level. We seek applications beginning January 15th, 1999. Rutgers University is an equal opportunity/affirmative action employer. Qualified women and minority candidates are encouraged to apply. Please send a CV, statement of research interests, and three letters of recommendation to: Helen F. screening Committee, Department of Psychology, Rutgers University, Newark, NJ 07102. Email queries can be made to: psyc@rutgers.edu. Also see: http://www.psych.rutgers.edu. NJ4

NEW YORK

COLUMBIA UNIVERSITY seeks an Assistant Professor in the Department of Psychology, in the area of Cognitive Psychology. The appointment can begin July 1, 2000. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to the Cognitive Psychology Search Committee, Department of Psychology, Columbia University, 1190 Amsterdam Avenue, MC 5501, New York, NY 10027. Applications from minorites and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer. NY1

THE DEPARTMENT OF PSYCHOLOGY AT BARNARD COLLEGE seeks to hire an Assistant Professor studying human cognitive functions and mechanisms. The candidate should provide evidence of excellence in research and teaching, and is expected to establish a research program. Post-doctoral experience with people with disabilities and/or working with children are particularly encouraged. The salary is dependent on rank. Women and minority candidates are especially encouraged to apply. Send a statement of research and teaching interests, CV, reprints, and letters of reference by December 15, 1999, to: Cognitive Search, Department of Psychology, Barnard College, Columbia University, 309 Broadway, New York, New York 10027-6598. Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds. NY3

The Department of Psychology at COLGATE UNIVERSITY announces Tenure Track positions in Brain and Human Cognition/Perception beginning Fall 2000. Colgate is a highly selective liberal arts college where excellence in teaching and research are valued. Teaching responsibilities include upper-level courses in perception, cognitive neuropsychology, and possible specialty courses such as the psychology of language. Additional teaching duties include sections of introductory-level laboratory course in Brain and Behavior, and contribution to the liberal arts core and/or all-university programs. Teaching load for the position is the equivalent of five courses per year. Candidates for this position should have a Ph.D. in psychology or related discipline and should be comfortable with teaching at both the graduate and undergraduate levels. Applications are encouraged from individuals conducting research in the areas of prevention, drug use and abuse, and compulsive gambling. Experience as Principal Investigator on externally-funded projects is desirable. Candidates should submit applications to: Chair, Psychology Search Committee, Colgate University, Hamilton, NY 13346. NY4

The Management Division of the Graduate School of Business of COLUMBIA UNIVERSITY has multiple openings for both tenured and tenure track positions in OB/OT/SM. Positions require strong research and teaching experience in topics of relevance to management. Candidates should submit a letter of interest, curriculum vitae, three letters of recommendation, a dissertation proposal and a sample of current research to: Carolyn Smith, Chair, Graduate Division Co­ordinator, Columbia Business School, 611 Broadway, Room 314, New York, NY 10027-6909. E-mail: csmith@cs.columbia.edu. The deadline for completed applications is November 15, 1999. We take Affirmative Action toward Equal Opportunity Employment. NY5

Fall 2000 HUNTER COLLEGE Psychology Department invites applications for a full-time, tenure-track faculty member at the assistant level. Additional responsibilities include teaching and research and will include a course in the area of substance abuse. Candidates must have a Ph.D. in a related discipline. The salary is commensurate with qualifications and experience. Applications are encouraged from individuals conducting research in the areas of prevention, drug use and abuse, and compulsive gambling. Experience as Principal Investigator on externally-funded projects is desirable. Candidates should submit a letter of interest, curriculum vitae, three letters of reference, a research statement, and a teaching statement to: Chair, Psychology Search Committee, Hunter College, 695 Park Avenue, New York 10021 by November 15, 1999. Hunter College is an affirmative action equal opportunity employer. Women and minority candidates are especially encouraged to apply. NY6

THE RESEARCH INSTITUTE ON ADDICTIONS (RIA), a national leader in addiction research, anticipates funding for one or more postdoctoral positions at the State of New York permanent Research Scientist positions at the mid to senior level. Candidates must have a Ph.D. in criminal justice, epidemiology, psychology, economics, or other fields in data analysis and related fields. Experience in data analysis for addiction research is essential. Applicants are encouraged to submit complete applications to: Dr. Alyce D. Reis, Chair, RIA Search Committee, 111 Broadway, New York, NY 10279. E-mail: reis@rias.org. THE RESEARCH INSTITUTE ON ADDICTIONS (RIA), a national leader in addiction research, anticipates funding for one or more postdoctoral positions at the State of New York permanent Research Scientist positions at the mid to senior level. Candidates must have a Ph.D. in criminal justice, epidemiology, psychology, economics, or other fields in data analysis and related fields. Experience in data analysis for addiction research is essential. Applicants are encouraged to submit complete applications to: Dr. Alyce D. Reis, Chair, RIA Search Committee, 111 Broadway, New York, NY 10279. E-mail: reis@rias.org.
funded research projects or prior grant funding is highly desirable. All successful candidates are expected to obtain funding in areas of addiction research which answer important scientific questions. We are also interested in receiving applications from candidates with expertise in quantitative research and statistical analyses (e.g., SEM, LGM, survival analysis). For these candidates, the ability and willingness to work collaboratively in the development and implementation of grant proposals. Experience in the use of these techniques is required, but not required. Positions are subject to New York State Civil Service regulations. Salary and fringe benefits are competitive. Effective Fall 1999, RIA is expected to become fully merged as a research center within the State University of New York at Albany, and faculty and joint appointments with SUNY campuses will be available. Applications from minority candidates are particularly welcome. Established in 1971, RIA has a staff of over 175 persons working on over 30 research projects. RIA occupies a five-story building, and offers outstanding resources in support of its research endeavors. Visit the RIA website at http://www.ria.org. Inquiries can be made to either Gerard J. Connors (connors@ria.org), RIA Director, or Kenneth E. Leonard (leonard@ria.org), Search Committee Chair. Send cover letter outlining research experience and future plans and curriculum vitae to: Mark Ruda, Personnel, Research Institute on Addictions, 1021 Main Street, Buffalo, NY 14203. Applications will be reviewed beginning December 1. AAEEO. NY7

POSITION AVAILABLE: UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK: The Department of Psychology anticipates the following tenure-track opening for appointment in Fall 2000, contingent upon budgetary approval. Assistant Professor: Social-Personality Psychology. Applicants will be expected to conduct research and supervise Ph.D. candidates in a social-personality program that emphasizes both basic and applied research. Applicants are expected to have an active program of research that includes advancing theory (e.g., attitudes and attitude change, decision making, self-regulation, affective determinants of behavior, social comparison, self-presentation, identity development), and in the parameter. Applicants are also expected to ask and answer questions that have relevance to current social issues (e.g., adolescent risk behaviors, health psychology, relationships, and maintenance, social stigma, human sexuality, prejudice, aggression, etc.). A research program focused on relevant developmental processes in the social-personality realm is also appropriate. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. Applicants should submit vita, reprints/preprints, a statement of research interests, and three letters of recommendation to: Chair, S/P Search Committee, Department of Psychology, University at Albany, Social Science Building, Albany, NY 12222. Review of applications begins on November 15, 1999 and will continue until position is filled. Additional information about the University and the Department is available from our website: www.albany.edu. The University at Albany is an Equal Opportunity/Affirmative Action employer. NY9

POSITION AVAILABLE: UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK: The Department of Psychology anticipates the following tenure-track opening for appointment in Fall 2000, contingent upon budgetary approval. Assistant Professor: Industrial/Organizational Psychology. Candidates should provide evidence of a well-defined program of research and the potential to gain external funding. Although specialty area is open, we are particularly interested in candidates with expertise in individual and team performance and motivation. Candidates should also demonstrate the capacity for high quality undergraduate and graduate teaching. A Ph.D. in I/O Psychology or a closely related discipline is required for this position. Applicants should submit vita, reprints/preprints, a statement of research interests, and three letters of recommendation to: Chair, S/P Search Committee, Department of Psychology, University at Albany, Social Science Building, Albany, NY 12222. Review of applications begins November 15, 1999 and continues until position is filled. Additional information about the University and the Department is available from our website: www.albany.edu. The University at Albany is an Equal Opportunity/Affirmative Action employer. NY9

VASSAR COLLEGE, DEPARTMENT OF PSYCHOLOGY: announces the availability of a full-time tenure-track position at the level of assistant professor (Ph.D. preferred). Vassar seeks candidates with strong academic and scholarly interests in physiological psychology and behavioral neuroscience beginning August 2000. This position involves courses at all levels of the undergraduate curriculum. Preference will be given to candidates who evidence a breadth of interest appropriate to a liberal arts undergraduate institution and who show promise both as teachers and as active scholars or researchers. Send curriculum vita, three letters of recommendation, and graduate transcript to: Search Committee, Department of Psychology, Box 713 Vassar College, Poughkeepsie, NY 12604. Applications will be accepted until the position is filled. Vassar College is an Affirmative Action, Equal Opportunity Employer. NY10

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

NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO: The Department of Psychology invites applications for two tenure-track positions at the level of Assistant or Associate Professor, one in clinical and one in cognitive psychology, to begin August 1, 1999. The Department consists of 24 full-time faculty, and offers a BA in psychology, and the Ph.D. in clinical, cognitive, developmental, and social psychology. The clinical program is full accredited by the APA (See http://www.uncg.edu/pdf/psychology/program/). Applicants must have completed their Ph.D. by the date of appointment, must show promise of a strong independent research program, and have a commitment to teaching at both the graduate and undergraduate levels. Candidates at the Associate level must also have a clear record of success in securing extramural research funding. Clinical Psychology: The University at Albany, State University of New York, USA. APS OBSERVER October 1999
Davie Hall, Chapel Hill, NC 27599-
November 15, 1999.

University of North Carolina at Chapel Hill, Department of Psychology invites applications and nominations for an assistant professor position in Clinical Psychology to begin September 2000. We are interested in enhancing our Clinical Training Program by recruiting a person whose research focuses on developmental psychopathology, particularly in the context of personality theory or the contexts of cultural, community for family influences on social adaptation. Along with distinction in research, we seek candidates who also committed to participation in graduate clinical training (both research and practice) and quality teaching at the graduate and undergraduate level. All applicants must be eligible for North Carolina licensure. Our chosen candidate will join a faculty with a wide range of research interests in clinical, personality, social, health, social-developmental, and cognitive psychology.

The Department's Clinical Training Program has a long-standing reputation as one of the most successful Boulder-Model programs that promotes broad-based scholarship, strong research apprenticeship program, and excellence in clinical training. The College of Arts and Sciences and Social and Health Psychology. Along with distinction in research, opportunities for students with child, adult, and health psychology concentrations and provides a diverse set of clinical training experiences at the Medical Center and our Psychology Clinic. Departmental links to Law, Business, Public Policy, and Cognitive Neuroscience also provide unique collegial opportunities. Interested applicants should send applications, including a statement of research goals, representative articles and preprints, teaching evaluations when available, and three letters of reference to: Clinical Search Committee, Department of Psychology, A112, Duke University, Box 90085, Durham, NC 27708-0085. Applications received by December 15 will be guaranteed consideration. Duke University, An Equal Opportunity/Affirmative Action Employer.

NORTH DAKOTA

FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA The Psychology Department at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in Clinical Psychology for Fall 2000. Requirements include: Ph.D. in Clinical Psychology (received or expected prior to 8/00); completion of an APA-approved internship; a strong commitment to research and teaching at both the graduate and undergraduate levels; evidence of scholarly productivity (commensurate with experience); clinical and didactic instruction; and evidence of quality teaching skills/potential. The area of research specialization is open. The successful candidate will be expected to participate in the department’s undergraduate and graduate programs (Ph.D. programs in Clinical Psychology and General/Experimental Psychology). Members of underrepresented groups, including women and minorities, are strongly encouraged to apply.

Review of applications will begin 10/15/99 and continue until the position is filled. A letter of application, curriculum vita, and three letters of reference should be sent to: Chair, Clinical Psychology Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. UND is an equal opportunity/affirmative action employer.

OHIO

THE COLLEGE OF WOOSTER is seeking an Assistant Professor of Psychology (tenure track) beginning fall 1999. The College underwrites full-graduate courses and advise undergraduate research theses. Courses to include Sensation and Perception with laboratory section, Introductory Psychology, and Statistics and Experimental Design on an alternating basis. Regular participation in the College’s interdisciplinary first-year seminar is expected. Specialty area open to specialists in either sensation or perception, but preference given to applicants able to teach courses and advise theses in sensation/perception from a biological perspective. The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The college values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation.

The College of Wooster is an Equal Opportunity/Affirmative Action Employer. Send CV, sample of academic work, and 3 letters of reference to William B. Scott, Ph.D., Chair, Department of Psychology, College of Wooster, Wooster, Ohio, 44691. APPLICATION DEADLINE IS NOVEMBER 30, 1999.
The Ohio State University Invests in Psychology

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

By virtually every measure, the Department of Psychology is one of the premier departments at Ohio State and has a distinguished record in the field of psychology. The department currently has 54 faculty members, 1200 undergraduate majors, and about 150 Ph.D. students spread across nine core areas of graduate training. As part of the selective enhancement plan, the department will hire several outstanding senior faculty in the areas of behavioral neuroscience, clinical psychology, cognitive psychology, social psychology, and quantitative psychology over the next four years.

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

Nomination and Applications

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

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

Tenure-Track Assistant Professor (Behavioral Neuroscience)

The Department of Psychology at Kent State University will have a faculty position open in behavioral neuroscience beginning with the 2000-01 academic year. The position is tenure-track and at the assistant professor level. Applicants must have a Ph.D. in experimental psychology or behavioral neuroscience. All research areas within behavioral neuroscience will be considered, but an emphasis on animal learning and memory is strongly preferred. Supervision of graduate and undergraduate research, including theses and dissertations, is expected. Applicants must be able to teach undergraduate courses such as Basic Learning Processes and Biopsychology as well as one of the University's liberal education requirements (e.g., General Psychology). Graduate teaching will include physiological psychology and seminars in the area of expertise. Postdoctoral training, teaching experience, established publication record, and strong potential for extramural funding are preferred. More information about the Department is available at our home page (http://www.personal.kent.edu/~ksapsych/pshc.htm). Application deadline is November 1, 1999, but applications will be accepted until the position is filled. Application materials, including a statement of research interests, curriculum vita, copies of publications and other supporting materials, summaries of teaching evaluations, and at least three letters of recommendation should be sent to Chair, Behavioral Neuroscience Search Committee, Department of Psychology, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. Kent State University is an Affirmative Action/Equal Opportunity Employer.

Tenure-Track Assistant Professor (Clinical/Health)

Pending final administrative approval, the Department of Psychology at Kent State University will have a faculty position open in clinical psychology beginning with the 2000-01 academic year. The position is tenure-track and at the assistant professor level. We are interested in applicants with research interests in health psychology (broadly defined to include etiology and/or prevention of disease, interventions to treat illness, and factors associated with recovery from illness) in populations ranging from children to...
older adults. Applicants should have a Ph.D. in clinical psychology and an APA-accredited internship. The position involves teaching at the undergraduate and graduate levels and the direction of theses and dissertations. Clinical faculty typically are involved in the supervision of graduate students in our Psychological Clinic. Demonstrated potential for teaching and a strong potential for extramural funding, and teaching experience are preferred. More information about the Department is available at our home page (http://www.personal.kent.edu/~ksypsych/psych.htm). Application deadline is November 1, 1999, but applications will be accepted until the position is filled. Application materials, including a statement of research interests, curriculum vita, copies of publications and other supporting materials, summaries of teaching evaluations, and at least three letters of recommendation, should be sent to Chair, Clinical/Psychopathology Search Committee, Department of Psychology, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University. We have a diverse faculty and graduate student body and especially encourage applications from female and minority applicants as well as persons conducting research with these populations. Kent State University is an Affirmative Action/Equal Opportunity Employer. OH5

THE UNIVERSITY OF AKRON Faculty Search Associate Professor or Professor of Psychology One tenure track position as an Associate Professor or Full Professor of Psychology in Applied Cognitive Aging. We wish to recruit an established scientist with an active research program and a proven track record in obtaining external research support. Successful candidate will be expected to teach graduate and undergraduate courses in their area of expertise and advise graduate theses and dissertations. Desirable areas of expertise include intervention methodology, perceptual psychology, perception-action coupling, computer systems (e.g., human factors), or computer systems. However, we encourage applications from researchers within any area of applied cognitive aging. The successful applicant will join a 19 member interdisciplinary program in cognitive psychology. Send letter of application together with vita, reprints, and three letters of recommendation to Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 for the Associate or Professor position to Dr. Harvey L. Sterns (hsterns@uakron.edu), and for the Assistant Professor position to Dr. Karen Koppa-Frye (kkopa@uakron.edu). The University of Akron is an Equal Education and Employment Institution. Women and minorities are encouraged to apply. OH7

TWO FACULTY POSITIONS: The Department of Psychology at THE UNIVERSITY OF DAYTON invites applications for two tenure-track positions for Fall, 2000. CLINICAL PSYCHOLOGY: This position is at the beginning or advanced Assistant Professor level, and requires an APA-accredited program and internship in clinical psychology with a specialization in child clinical psychology. Strong teaching skills and demonstrated scholarship are also required. Interested applicants should send vita, a letter detailing teaching and research interests, copies of selected reprints and/or work products, and arrange to have three letters of reference sent to: John R. Konie, Ph.D., Chair, Clinical Search Committee, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. Applications are reviewed by December 30, 1999. APPLICANT INFORMATION:

COGNITIVE PSYCHOLOGY/HUMAN COMPUTER INTERACTION: This position is at the Assistant or Associate Professor level, and requires a Ph.D. from a program in cognitive psychology, human factors, cognitive science, or interdisciplinary information technology. Although all areas of cognitive psychology will be considered, preference will be given to those candidates who: (1) have experience in applications to computer systems (e.g., human computer interaction, electronic media communication, use of computers in teaching and learning); (2) are willing to participate in building a campuswide research program in human computer interaction and/or in the design of information systems; and/or (3) can support our Experimental/Human Factors program through their teaching and research. Teaching at both the undergraduate and graduate levels is expected. Applicants should have a Ph.D in cognitive psychology and/or human factors. Supervision of master’s theses, and research productivity are required. Strong teaching skills and a record of scholarship are expected. Send a letter detailing teaching and research interests and computer applications experience, copies of selected reprints and/or work products, and arrange to have three letters of reference sent to: David W. Ellis, Ph.D., Chair, Cognitive/Human Computer Interaction Search Committee, Department of Psychology, University of Dayton, Dayton, OH 45469-1430. Consideration of applicants will begin immediately and continue until the position is filled. The University of Dayton is the largest private university in the state of Ohio. The 18-member Department of Psychology offers master’s level programs in Clinical
ASSISTANT PROFESSOR OF
CLINICAL PSYCHOLOGY—
MIAMl UNIVERSITY. The Depart
dment of Psychology seeks an
Assistant Professor (tenure-track)
for its APA-accredited Ph.D. pro-
gram in clinical psychology. Can-
didates should provide evidence of
research on psychological and emo-
tional disorders. The appoint-
ment includes a commitment to both
dergraduate and graduate education.
Area of specialization is open, but
one priority of the program is to
strengthen its offerings in the cognitive-behavioral
areas. Inquiries, a curriculum vita,
3 letters of recommendation,
and a description of research
tests: introductory psychology,
and cognitive psychology. The
Address all correspondence to:
Larry Kurdek, Chair, I/O Search
Committee, Department of Psychol-
yogy, Wright State University,
Dayton, Ohio 45435-0001. The
deadline for receipt of applica-
tions is January 15, 2000. Wright
State University is an Equal
Opportunity/Affirmative Action
Employer. OH10

Clinical Health Psychology—The
Department of Psychology at
OHIO UNIVERSITY is seeking a
faculty position in clinical health
psychology. Candidates must have
Ph.D. in clinical health psychology
and a strong program of research
in psychology. The successful
applicant will have a strong
research background and will
be expected to develop and
supervise a research program
in the area of clinical health
psychology. Applications will
be reviewed until the position
is filled. OHIO UNIVERSITY is an
Equal Opportunity/Affirmative Action
Employer. OH11

INDUSTRIAL/ORGANIZA-
TIONAL—RANK OPEN. The
Department of Psychology at
WRIGHT STATE UNIVERSITY
invites applications for a faculty
position in the area of Indus-
trial/Organizational (I/O) Psychol-
ogy. Rank of the appointment is
open. The Department is commit-
ted to excellence in research and
teaching. It has a strong undergrad-
ae program and a recently estab-
lished doctoral program in I/O
and Human Factors Psychology.
Applicants must have a Ph.D. de-
gree in I/O Psychology or a Ph.D.
degree in Psychology with a focus
in I/O. Preference will be given
to candidates with a history of
research in I/O Psychology and
teaching in the I/O area. The
successful applicant will teach
degrees in I/O Psychology
as well as other courses at the
undergraduate and graduate levels.
Salary is open. Wright State
University is an Equal
Opportunity/Affirmative Action
Employer. OH12

Oklahoma

OKLAHOMA STATE UNIVERSITY,
DEPARTMENT OF PSYCHOLOGY
is inviting applications for
four anticipated full-time
positions in the following areas:
cognitive psychology, experi-
mental psychology, and cogni-
tive neuroscience. The depart-
ment seeks candidates with a
strong research background
and commitment to teaching.
Candidates should send vita,
research statements, and
course descriptions to:
Dr. Robert MacRail, Chair
Psychology Search Committee,
Oklahoma State University,
Stillwater, Oklahoma.
Applications will be consid-
ered until the positions are
filled. OKLAHOMA STATE
UNIVERSITY is an Equal
Opportunity/Affirmative Action
Employer. OH13

Equal Employment Opportunity Act of 1972, the Vietnam Era
Veterans Readjustment Assistance Act of 1974, and the
discrimination on the basis of race, color, age, sex, national
origin, political beliefs, religion, or disability. OKLAHOMA
STATE UNIVERSITY is an Equal Opportunity/Affirmative
Action Employer.
ful applicant must comply with first-year general education course. The three positions are as follows:

LEWIS & CLARK COLLEGE: The Department of Psychology invites applicants for three tenure-track assistant professor positions beginning Fall 2000. Lewis & Clark College is a private liberal arts college with 1700 undergraduates. Usual teaching load is five courses per academic year and includes regular participation in the college's first-year general education course. The three positions are as follows: Sensation and Perception: The candidate will teach an upper-level course in Sensation and Perception (to include a laboratory section), Introductory Psychology, and either Statistics or Psychology Methodology. Ph.D in Perception/Experimental Psychology is required. Application deadline: November 8, 1999. Clinical Psychology: The Department is seeking to expand its course offerings in Clinical Psychology. Accordingly, the candidate will develop an upper-level course in Clinical Psychology and one or more courses in specialty areas such as Child Psychopathology, Health Psychology, Clinical Neuropsychology, Psychology of Diversity; teaching opportunities in Abnormal Psychology and Community Psychology may also be available in the future. In addition, the candidate will teach Introductory Psychology and either Psychology Methodology or Statistics. Application deadline: November 29, 1999. Physiological Psychology/Neuroscience: The candidate will teach an upper-level course in Physiological Psychology (to include a laboratory section) and a lower-division course in Learning and Motivation. In addition, the candidate will teach Introductory Psychology and either Psychology Methodology and Advanced Statistics or Applied Psychological Methodology. Ph.D in Physiological Psychology, Neuroscience, or Psychobiology is required. Application deadline: December 15, 1999. Candidates for all three positions are expected to develop and seek external funding for an active research program that involves undergraduates and holds promise of national recognition. Excellent teaching credentials, strong computing skills, and an appreciation of the applications of women and underrepresented groups to the graduate curriculum are essential. Applications should include: (1) a Vita; (2) a statement of educational philosophy, research interests, and teaching experience; (3) evidence of teaching effectiveness; (4) examples of scholarship; and (5) three letters of recommendation. Send to: Dr. Thomas Schoeneman; Chair, Dept. of Psychology, Lewis & Clark College, Portland, OR 97219 (e-mail: schoen@lclark.edu). Lewis & Clark College is an Equal Opportunity Employer and encourages minority candidates to apply. The successful applicant must comply with IRA. OKI.

OREGON

PSYCHOLOGY INE NEUROSCIENCE, and Motivation. In addition, the position involves participating for one semester in a staff-taught introductory course, teaching three additional semester courses, and advising senior thesis projects. Candidates should demonstrate excellent teaching and research potential and a commitment to guiding high quality undergraduate research. Applications should include a vita, a statement of research and teaching interests, three letters of recommendation, and any other materials that will help us assess research and teaching potential. Review of applications will begin November 15, 1999. Mailing address: Allen Neuringer, Chair Psychology Search, Reed College, Portland, OR 97207-0751, E-mail: allen.neuringer@reed.edu. Reed College is an EO Employer. OR2

SOCIAL PSYCHOLOGIST / ASSISTANT OR ASSOCIATE PROFESSOR: The Department of Psychology at PORTLAND STATE UNIVERSITY has a tenure-track opening beginning September 2000. A member of the Oregon University System, PSU is an urban grant university with a program in Graduate and Advanced Psychology that includes areas of specialization in Applied Social, Industrial/Organizational, and Applied Developmental Psychology. Responsibilities for the position include productive scholarship in applied settings, teaching in areas of expertise at undergraduate and graduate levels, supervising dissertations and student practice, and participation in faculty governance. Qualifications include a Ph.D. in Psychology, commitment to the theoretically based social research that is conducted in field settings, as demonstrated in dissertation and published research. We are especially interested in candidates with training in areas that address: cultural influences on self and social interaction; close personal relationships; attitudes; social cognition; prejudice; or intergroup relations, but we welcome applicants whose research is based in any of a range of social psychological perspectives. In keeping with our university's mission regarding campus diversity, we particularly encourage members of historically underrepresented groups to apply. Send letter of application, vita, at least three letters of reference, statement of applied research interests and experience, copies of papers, and statement of teaching interests to Kerth O'Brien, Ph.D., Chair, Social Search Committee, Department of Psychology—PSY, Portland State University, P. O. Box 751, Portland, OR 97207-0751. We will begin considering applications on November 8, 1999, but continue accepting them until the position is filled. Portland State University is an Affirmative Action/Equal Opportunity Institution. OR3

PENNSYLVANIA

PSYCHOLOGY PENN STATE, SENIOR-LEVEL NEUROSCIENTIST. As part of a major university-wide expansion in the life sciences, the Department of Psychology at Penn State University located in University Park, PA, is currently accepting applications for several faculty positions in cognitive, development and computational, or behavioral neuroscience. Senior-level candidates who wish to play a leadership role in building Penn State's growing programs in neuroscience are encouraged to apply. Additional information about the Department may be found at: http://psych.la.psu.edu. Send a statement of research and teaching interests, vita, three letters of recommendation, and recent reprints to: Neuroscience Search Committee, Room 000, Department of Psychology, Penn State University, University Park, PA 16802. Review of applications will begin immediately. Applications will be considered until position is filled. AA/EOE. PA4

PROFESSOR PENN STATE PROFESSOR with research expertise in the area of work and family. Significant record of scholar-
ship essential, with a demonstrated success obtaining external funding. High priority will be given to candidates poised to conduct research in a multi-disciplinary environment with faculty from different social sciences within the College of the Liberal Arts and elsewhere, and to provide intellectual leadership for this multi-disciplinary effort. A named professorship is a possibility for a candidate with appropriate credentials. The tenured appointment will be in one of the following departments: Industrial Relations; Psychology; Sociology. An affiliated appointment with the Women's Studies Program is possible. Please send a letter expressing interest, vita, and the names and addresses of five references to Mark Wardell, Chair, Work and Family Search Committee, Department of Labor Studies and Industrial Relations, The Pennsylvania State University, 101 Old Botany Building, Box 351230, University Park, PA 16802. Nominations and confidential inquiries are welcome. The search will remain open until a successful candidate is identified. Applications received prior to November 1, 1999 will receive full consideration. However, all applications will be considered until the position is filled. AAE/OE PA5

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

Clinical Psychologist, BUCKNELL UNIVERSITY
Clinical Psychologist. Bucknell University seeks a Boulder-model (scholar-practitioner) clinical psychologist to fill an entry-level tenure-track position beginning in the fall of 2000. Teaching assignment includes courses in abnormal, personnel psychology, and participation in a team-taught general psychology course and college-wide programs of general education. Opportunity exists to create new courses according to interest and expertise. Research must have the potential to attract and involve undergraduate and master’s students. Applicants must have Ph.D. or be able to complete it by 9/00. Psychology program at Bucknell is theoretically oriented, with a tradition of faculty scholarship involving students. Bucknell is a highly selective, primarily undergraduate (3400 undergraduate and 250 masters students) institution, combining liberal arts education with characteristics of a comprehensive university. Situated in an attractive setting, Bucknell supports an active cultural life that can be supplemented by visits to New York, Washington, Philadelphia or Baltimore, each of which is within a 3-4 hour drive. Send vitae and 3 letters of reference to: Search Committee, Department of Psychology, Bucknell University, Lewistown, PA 17045. Materials must include a description of research, teaching and research. Applications will be reviewed beginning 11/15/99, and continue until the position is filled. Bucknell encourages applications from women and members of minority groups. EEO/AA. 570-507-1206 or daubman@bucknell.edu for more information. PA7

PSYCHOLOGY, PENN STATE
The Department of Psychology at Penn State is seeking senior level candidates for a tenure-track position in Child Clinical Psychology. We seek individuals with outstanding records of scholarship in any area of specialization who will contribute to our child clinical psychology training program in child clinical psychology. Our program emphasizes the integration of child clinical and developmental psychology through work in the Department’s own Child Study Center and with the Pennsylvania State’s Child, Youth, and Family Consortium, a university-wide effort designed to promote research and application across disciplines, provide an exceptional setting for developmental pursuits. Additional information about the department may be found at: http://psych.la.psu.edu. Send a letter of interests, vita, and recent reprints to David Day, Chair, I/O Search Committee, Box O, Department of Psychology, 312 Accounting Building, University Park, PA 16802. Review of applications will begin immediately, and will continue until the position is filled. AAE/OE PA8

PSYCHOLOGY, PENN STATE
The Department of Psychology at Penn State is seeking candidates for a tenure-line position in Developmental Psychology, with an emphasis on social development. 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 own Child Study Center and Penn State’s Child, Youth, and Family Consortium, a university-wide effort designed to promote research and application across disciplines, provide an exceptional setting for developmental pursuits. Additional information about the Department may be found at: http://psych.la.psu.edu. Send a letter of interest, vita, sample paper, and statements of research interests (or inquiries) to Lynn Liben, Chair, Child Development for Education Search Committee, Box O, Department of Psychology, Penn State University, University Park, PA 16802, or email iben@psu.edu. Review of applications will begin immediately, and will continue until the position is filled. AAE/OE PA11

CLINICAL PSYCHOLOGY
The Department of Psychology at Temple University is seeking an outstanding clinical psychologist for a tenure system appointment at the rank of assistant professor for Fall, 2000. We seek a clinical psychologist with a commitment to the study of psychology broadly defined. We seek someone with the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Preference will be given to candidates with a Ph.D. in clinical psychology from an APA-accredited program. This position is pending final budgetary approval. All applicants should send a curriculum vita, a statement of research interest, a statement of undergraduate and graduate teaching interests, three letters of recommendation, and copies of representative publications to: Chair, Clinical Search Committee, Department of Psychology, Temple University, Philadelphia, PA 19122-6805. Minoritv and women candidates are especially encouraged to apply. PA12

COGNITIVE NEUROSCIENCE, DEPARTMENT OF PSYCHOLOGY, GETTYSBURG COLLEGE. The Department of Psychology invites applications for a tenure-track position at the Assistant Professor level beginning Fall, 2000. Candidates for the position should have a Ph.D. in cognitive psychology or cognitive neuroscience. The successful candidate will be expected to teach in our rigorous undergraduate program, to supervise undergraduate research, and to maintain an active personal research program. Teaching responsibilities will include lower-level and advanced laboratory courses in cognitive neuroscience and at least one additional core course for the major. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Washington/Baltimore area. October 1999

APS OBSERVER
metropolitan area. Established in 1832, the College has a rich history and offers an undergraduate program in Pennsylvania, with an enrollment of 2,300 students. The College seeks to promote diversity in its community through its affirmative action/equal opportunity programs. Inclusion in an advancement benefits package is part of the Assistant Professor position. For best consideration, application materials should be received by December 1, 1999. Send letter of application describing teaching and research interests, curriculum vitae, and three letters of recommendation to: Janet Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA13

Assistant/Associate Professor Clinical/Health Psychology. The Department of Social Sciences invites applications from Clinical/Health Psychologists for a tenure-track position at the assistant or associate professor level. The position is available starting July 1, 2000. The Department of Social Sciences offers a master's program in social work and a doctoral program in psychology. The successful candidate will be involved in teaching and research. Applicants should have experience in teaching and research and be able to develop an active research program. Applications should be sent to: Dr. John Lamb, Chair, Department of Social Sciences, University of Pennsylvania, Philadelphia, PA 19104. Equal Opportunity/Affirmative Action Employer. PA14

Rhode Island

RHODE ISLAND

HUMAN COGNITION, BROWN UNIVERSITY: The Department of Cognitive and Linguistic Sciences invites applications for a faculty position at the assistant or associate professor level beginning in 2000. Responsibilities include teaching, research, and service. The department offers excellent opportunities for tenure and promotion. Applicants must have a Ph.D. in cognitive or linguistic psychology and a strong research program. The position is part of a major new program in human cognition. Applicants should send a letter outlining their research, a curriculum vitae, and three letters of recommendation by December 1, 1999. Send applications to: Search Committee, Department of Cognitive and Linguistic Sciences, Brown University, Box 1810, Providence, RI 02912. The University of Rhode Island is an Equal Opportunity/Affirmative Action Employer. RI1

Tennessee

TENNESSEE

FACULTY POSITION IN SCHOOL PSYCHOLOGY. Assistant Professor in Clinical Psychology. The Department of Psychology and Counseling offers a faculty position in clinical psychology. The successful candidate will have a Ph.D. in clinical psychology with an emphasis in school psychology. The position is a tenure-track position at the assistant professor level. The candidate must have excellent teaching and research skills and be able to develop an active research program. Applications should be sent to: Dr. James Lambert, Chair, Department of Psychology, University of Memphis, Memphis, TN 38152-6400. The University of Memphis is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities. TN1

Texas

SOUTHWESTERN UNIVERSITY - Assistant Professor in Clinical Psychology. Full-time tenure-track position in Clinical Psychology beginning August 2000. Area of specialization is open. The successful candidate must have completed the Ph.D. by the start date from an APA-accredited psychology program in clinical psychology and an internship (preferably APA-accredited). The commitment to excellence in teaching and the ability to develop an active research program which stimulates student participation are essential. Strong quantitative skills are a plus. Candidates should be able to teach courses in introductory psychology, abnormal, testing and assessment, and personality. The ability to research methods and/or history and systems is desirable. The University is a selective, undergraduate institution committed to a broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has an enrollment of over 1,250 students and a history of stable enrollment. Southwestern's endowment of more than $340 million ranks among the highest per student of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin. For more information, visit our website at www.southwestern.edu. For full consideration, all materials must be received by November 1, 1999. Applicants should send a letter outlining their interest and send a curriculum vitae and three letters of recommendation to: Dr. Linda M. Glenn, Chair, Search Committee for the University of Memphis, Psychology, University of Memphis, Memphis, TN 38152-6400. EOE/AA/TFX1

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. The CLINICAL/PSYCHOLOGY 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 must have completed from an APA-accredited Ph.D. program in clinical psychology and have completed an APA-approved internship. Excellent teaching at both the undergraduate and doctoral levels as well as an active program of applied research, interest in clinical supervision, mentoring of doctoral students, and provision of limited clinical services is expected. The successful applicant will be eligible in Texas. We are seeking a psychopharmacologist, a strong clinician in family/marital therapy and interests in one or more of the following areas would be welcomed: multicultural issues in clinical practice, neuropsychological assessment, geropsychology, organizational consultation, administration of mental health delivery systems, chronic mental illness, adolescence, substance abuse, behavioral medicine, forensic psychology, and history and systems. There are two other well-defined methodology positions. One is a CLINICAL/METHODOLOGY position. We are seeking a psychometrician, who will be involved in teaching and research in the area of cognitive development and personality.
in our Psy.D. program in clinical psychology in addition to involvement in undergraduate teaching. Candidates should have a second interest in psychological measurement (psychometrics), clinical assessment, and statistics. A graduate of an APA accredited clinical program who is license eligible in Texas is preferred. The position requires a strong methodology position includes both undergraduate and graduate teaching responsibilities in statistics/methodology and there is a possibility of participation in the Institute for Graduate Statistics. For this position we are less interested in the specific area of psychology than we are in the potential for effective communication of quantitative concepts to students and a productive research agenda. The successful applicant may come from areas such as social, personality, developmental, I/O, experimental, or another area of psychology but will have a solid statistics/methodology background. The position will begin in December 1, 1999 and will continue until the positions are filled. To insure full consideration your application should be complete by October 15, 1999. Send letter of application (clearly identifying the position for which you are applying: clinical, clinical/methodology, methodology), vita, reprints, and three letters of recommendation to: Faculty Search Committee, c/o Dr. Jim H. Patton, Chairperson; Department of Psychology and Neuroscience. P. O. Box 97334; Baylor University, Waco, TX 76798-7334. Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity Employer, Baylor University encourages minorities, women, and persons with disabilities to apply. TX2

RICE UNIVERSITY Psychology Department seeks a Health Psychologist for a full-time faculty position (open rank) in the Fall, 2000. Rice University has joined with the University of Texas-Houston Health Science Center and Baylor College of Medicine in an interdisciplinary research program to identify social determinants of health and to develop public health policies. A Psychologist is sought who will contribute to this initiative by conducting research and teaching courses on the social and psychological factors contributing to health and illness. Appropriate research interests include health promotion and the effects of community, peer, family, and work environments on coping, and health. Applicants from a variety of psychological disciplines will be considered including Health, Social, Clinical, Human Factors, Developmental, and Industrial/Organizational Psychology. Rice University is a highly selective institution located near downtown Houston and adjacent to the Texas Medical Center (TMC). The TMC employs over 51,273 people, is located in 130 permanent buildings on 75 acres, and has received over $2 billion in research grants over the last five years. The individual hired will have the opportunity to develop research collaborations and joint appointments in the 43 member institutions of the TMC. The psychology department has Ph.D. programs in cognitive psychology (including cognitive neuropsychology) and industrial/organizational psychology and has interdisciplinary links in human factors/human-computer interaction. Applicants should submit a cover letter, vita, reprints, four letters of recommendation, and evidence of teaching effectiveness to: Search Committee, Psychology Department, Rice University, MS 1111, 6100 Main Street, Houston, TX 77005-1892. The decision process will begin December 1, but applications will be accepted until the position is filled. Minority candidates and women are encouraged to apply. Rice University is an Equal Opportunity/Affirmative Action Employer. TX3

PSYCHOLOGY, Industrial/organizational Psychologist, TEXAS A&M UNIVERSITY anticipates a tenured-track assistant professor position starting Fall 2000. The position entails commitment to an active, independent research program and effective teaching at both the undergraduate and graduate levels. We are seeking candidates with strong substantive interests in Organizational Psychology (e.g., leadership, motivation, job satisfaction, group behavior in the workplace, etc.) or Personnel Psychology (e.g., testing, selection, validation, performance appraisal, and related quantitative topics). Texas A&M offers a strong I/O program with significant resources to support faculty research. Applicants should submit their Ph.D. by the Fall of 2000 and applicants who have several years post-Ph.D. experience are encouraged to apply. Applicants should submit a cover letter, vita, examples of research. And three letters of recommendation to: William Graziano, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. E-mail ad to Grazia­ we@psyc.tamu.edu. Review of applications will begin November 1, 1999 and will continue until the position is filled. Texas A&M is an Equal Opportunity/Affirmative Action Employer. TX4

The Department of Psychology at Texas A&M University is seeking to fill a tenure-track position in the Assistant Professor in Developmental Psychology starting fall 2000. The successful candidate will possess the doctoral degree, strong research interests in the area of developmental psychology, and evidence of teaching excellence in introductory psychology and developmental psychology. Persons with interests in infancy and perceptual development are especially encouraged to apply. It is also expected that the successful candidate will teach a specialty course related to his/her area of research. Completed applications will be considered until the position is filled. Send a curriculum vitae, a letter of interest, and three letters of reference to: Professor William Graziano, Department of Psychology, Texas A&M University, College Station, Texas 77843-4235. Texas A&M University is an Equal Opportunity/Affirmative Action Employer. TX5

THE DEPARTMENT OF PSYCHOLOGY, TEXAS A&M UNIVERSITY invites applications for two full-time, tenure track positions in Cognitive Psychology. One position will be at the Assistant Professor level, and the other will be at the Assistant or Associate Professor Level. Area of specialization within cognitive is open, but we are especially interested in candidates whose expertise complements our existing strengths in cognitive, broadly construed. Possible focal areas include, but are not limited to, aspects of conceptual functioning, memory, language, problem solving, and metacognition. Candidates selected to fill these positions will be expected to carry on a vigorous program of research, participate actively in graduate training, and contribute to undergraduate and graduate teaching. The ability to offer cutting-edge courses in the area of cognitive psychology is especially desirable for one of the positions. The positions begin in the Fall term of 2000. Interested persons should send a curriculum vitae, a statement regarding research interests, sample research publications, and at least three letters of recommendation to Cognitive Psychology Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. Review of applications will begin November 15, 1999 and will continue until the positions are filled. Information describing the Department of Psychology can be found at http://psychweb.tamu.edu. Texas A&M University is an Equal Opportunity/Affirmative Action Employer. TX6

COUNSELING PSYCHOLOGY: Assistant Professor tenure track position, UNIVERSITY OF NORTH TEXAS. TheUNT counseling program is APA-approved with 7 full-time/4 part-time faculty. Responsibilities: Teach undergraduate and graduate courses; practicum supervision; thesis/dissertation supervision; advise master's and PhD students; and establish research program. Qualifications: completed internship and PhD from APA-approved program; licensed or license eligible in TX; with primary teaching and research interests in marriage and family therapy, human sexuality; persons with complementary interests are encouraged to apply. Send vita, letters of reference and reprints to: Dr. Larry Schneider, Counseling Psychology Search Committee, Department of Psychology, Box 311286, UNT, Denton, TX 76203-1280. Committee review of applications will continue until the position is filled. UNT is an Equal Opportunity/Affirmative Action Employer; minorities, women, and persons covered by the American with Disabilities Act are encouraged to apply. For information about the department and the program visit http://www.psyc.unt.edu. TX7

THE UNIVERSITY OF TEXAS AT AUSTIN, Department of Psychology, invites applications (pending final budgetary approval) for Assistant Professor positions in the areas of Behavioral Neuroscience, Individual Differences/Evolutionary Psychology and Social/Personality Psychology. All areas of Behavioral Neuroscience, Individual Differences/Evolutionary Psychology and Social/Personality Psychology will be carefully reviewed but the Department is especially interested in recruiting candidates with interests that intersect with sub-disciplines within the department (behavioral neuroscience; clinical; cognition/perception; developmental; individual differences/evolution; social/personality; sensory neuroscience). We seek outstanding researchers and teachers in each area. Successful candidates will be expected to teach undergraduate and graduate courses, develop a strong research program, and contribute to a research program. A Ph.D. or satisfactory progress toward completion of requirements for a doctoral degree
required for each position. Applicants must have a demonstrated record of publications and well-developed plans for future research. Review of applications will begin immediately. Application deadline is November 15, 1999. Applicants should send a cover letter, CV, reprints, and three letters of recommendation to the appropriate search committee (e.g., Chair of Social Search Committee/Department of Psychology, The University of Texas at Austin, Austin, TX 78712). The University of Texas at Austin is an Equal Opportunity/Affirmative Action Employer.

October 1999
fullest consideration; however, the position will remain open until filled. The College of William & Mary is an Equal Opportunity/Affirmative Action University. Members of underrepresented groups, persons with disabilities, Vietnam veterans, and women are encouraged to apply. VA6

PERSONALITY PSYCHOLOGIST. THE COLLEGE OF WILLIAM & MARY Department of Psychology is seeking applicants for a tenure eligible appointment at the rank of Assistant Professor beginning Fall of 2000. Teaching responsibilities will include undergraduate and graduate courses in theories of personality, research methods in personality as well as other graduate and undergraduate courses. Background in personality and quantitative methods and participate in a consortial clinical program. Send current curriculum vitae, copies of no more than three publications, and three letters of recommendation to Gregory F. Peter, Personality Search Committee, Department of Psychology, College of William & Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Application materials received by December 1 will receive fullest consideration; however, the position will remain open until filled. The College of William & Mary is an Equal Opportunity/Affirmative Action University. Members of underrepresented groups, persons with disabilities, Vietnam veterans, and women are encouraged to apply. VA7

NATIONAL SCIENCE FOUNDATION Division of Behavioral and Cognitive Sciences: Employment: Program Directors for Behavioral and Cognitive Science, NSF. The National Science Foundation is seeking applicants for three Program Director positions. Each appointment is to begin Fall, 2000, or as soon as possible. The Program Director for Child Learning and Development is responsible for administering the review of research proposals in the area of child learning and development. Applicants must have a Ph.D. in psychology, child learning, development or a related discipline, and must be active in scientific research in some area of child learning and development. The appointment is to begin late July, 2000, or as soon as possible thereafter. The Program Director for Cognitive Neuroscience will join the Human Cognition and Perception (HCP) Program, and will be responsible for administering the review of research proposals in the area of human cognitive neuroscience. Applicants must have a Ph.D. in psychology, cognitive science, neuroscience or a related discipline, and must be active in scientific research in some area of human cognitive neuroscience. This appointment is to begin January, 2000, or as soon as possible thereafter. Program Directors manage the review of research proposals submitted to the National Science Foundation, recommend and document actions on the proposals reviewed, deal with administrative matters relating to active NSF grants, maintain regular contact with principal investigators, and provide advice and consultation to persons requesting it. Program Directors are also expected to engage in NSF-wide initiatives and inter-agency collaborations. Six or more years of research experience beyond the Ph.D. are required for appointment as Program Director. Salary is negotiable, and is comparable with academic salaries at major U.S. institutions. The National Science Foundation, 1815 G Street N.W., Washington, D.C. 20550, is an equal opportunity employer and is committed to building a diverse and inclusive workforce. Please visit http://www.nsf.gov/od/ Promise to search for and hire persons with disabilities. Individuals with disabilities, Vietnam veterans, and women are encouraged to apply. VA8

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. The candidate will be expected to teach a range of undergraduate courses that include sensory science, neurobiology, and perceptual behavior. Other areas of interest might include introduction to Psychology, Sensation, Perception, and Research Methods. Teaching responsibility includes teaching an introductory level course in Perception and a research methods course. The candidate should also be prepared to teach courses in a Masters level program in General Psychology to include Seminar in Perception, Research Methods, and Statistics. Research interests should be in one of the three primary areas of Perception, Sensation, and Learning. The candidate must also be able to work effectively with undergraduate and graduate students, and have a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The application should include a letter of application, a detailed vita, evidence of teaching and scholarship, curriculum vitae, copies of publications, graduate transcripts mailed by the institution(s), and three letters of recommendation. Please address the application to: Dr. Ira Hyman, Chair, hyman@cc.wwu.edu. Please send application materials to: Dr. Ira Hyman, Chair, Perception Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until December 1, 1999. Western Washington University is an equal opportunity employer. OAS
The Department of Psychiatry and Behavioral Sciences at the UNIVERSITY OF WASHINGTON School of Medicine seeks to fill one tenure-track assistant professor position in the area of SOCIAL PSYCHOLOGY. Area of research specialization is open. Applicants are expected to have demonstrated excellence in research publication and will be expected to provide high quality teaching at both the undergraduate and graduate levels. Candidates selected will be expected to pursue research and teaching objectives consistent with those of the current faculty of the Department's Social Psychology Area. To apply, send a detailed statement of research and teaching interests, a curriculum vitae, and at least three letters of recommendation to: Social Psychology Search Committee, Department of Psychology, University of Washington, Box 351206, Seattle, WA 98195-1206. Applications received by November 15, 1999 will receive full consideration. Ph.D. required by date of appointment.

The UNIVERSITY OF WASHINGTON is an Equal Opportunity/Affirmative Action employer, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans, and disabled veterans are encouraged to apply. To request disability accommodation, contact the ADA Coordinator at (360) 650-3306 (v) or (360) 650-7606 (ty). All new employees must provide proof of measles immunity before being allowed to work at WWU. Send employment eligibility verification as required by the U.S. WA3

The Department of Psychiatry and Behavioral Sciences at the UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE Faculty Position in Neuropsychology. We invite applications for a tenure-track position at the Assistant or Associate Professor level. We seek a scientist-clinician with a vi

Social Psychology. Other under
graduate courses might include Introduction to Psychology, Motiva
tion, Research Methods, Statistics, and Design. The candidate should also be prepared to teach courses in a Masters level graduate program in Clinical Psychology. Candidates must have a doctorate in social psychology completed by September 2000, evidence of success in teaching, an active research program that enlists undergraduate and graduate students, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. The applicant should send a letter of application, a detailed vita, evidence of skill as a teacher, copies of publications (at least three), and three letters of recommendation mailed by the institution(s), and three letters of recommendation mailed by the respondent to: Dr. George Cvetkovich (cvet@cc.wwu.edu) or Dr. Deborah Forgays, (forgays@cc.wwu.edu), Co-Chairs, Social Psychology Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089. Applications will be accepted until December 15, 1999. The UNIVERSITY OF WASHINGTON is an Equal Opportunity/Affirmative Action employer, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans, and disabled veterans are encouraged to apply. To request disability accommodation, contact the ADA Coordinator at (360) 650-3306 (v) or (360) 650-7606 (ty). All new employees must provide proof of measles immunity before being allowed to work at WWU. Send employment eligibility verification as required by the U.S. WA3

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APL POST-DOCTORAL POSITION

The German Centre for Research on Ageing at the UNIVERSITY OF HEIDELBERG seeks post-doctoral scholar in oldest old and longevity research with gerontological and methodological background. One-year position with a possibility of an extension to be filled as soon as possible, stipend range $29,055-33,000. Information about language is not required. E-mail: pxmartin@dzfa.uni-heidelberg.de. Web site: www.dzfa.uni-heidelberg.de. Applications (incl. CV, statement of research interest, 3 letters of recommendation) to: Peter Martin, Director DZFA, Bergheimer Str. 30, 69115 Heidelberg, Germany.

GM1

LEBANESE FACULTY POSITION IN COGNITION

The UNIVERSITY OF WESTERN ONTARIO, Department of Psychology, invites applications for a tenure-track faculty position for a Cognitive Psychologist at the Assistant Professor level. Individuals with research interests in any area of Cognition, including memory, language, computational modelling, concepts and categorization, cognitive development, or animal cognition are invited to apply. Duties will include maintaining a research program and teaching undergraduate and graduate student supervision, and graduate and undergraduate teaching.

The Cognition Program at the University of Western Ontario emphasizes a multidisciplinary approach to research in the cognitive sciences, featuring close ties with researchers in artificial intelligence, linguistics, visual neuroscience, neuroimaging, and evolutionary psychology. Applicants should submit a vita, copies of representative publications, and three letters of recommendation. The scheduled starting date is July 1, 2000. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity and welcomes candidates who can contribute to the diversity of its faculty.

GM1