

APPENDIX B
FACULTY CURRICULUM VITAE

FACULTY CURRICULUM VITAE

NAME David D. Avery ACADEMIC RANK Professor DATE OF APPOINTMENT 1969

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Texas at Austin	Psychology	B.A.	1963
College/University University of Houston	Psychology	M.A.	1966
College/University University of Houston	Psychology	Ph.D.	1969
College/University University of Texas Southwestern Medical School at Dallas	Psychology	Post Doctorate	1968-1969

AREAS OF EXPERTISE:

Physiological Psychology; Behavioral Neuroscience

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

McCoy, J.G., & Avery, D. D. (1990). Bombesin: Potential integrative peptide for feeding and satiety. Peptides, 11, 595-607.

Dial, J., & Avery, D. D. (1991). The effects of pregnancy and lactation on dietary self-selection in the rat. Physiology and Behavior, 49, 811-813.

McCoy, J.G., Stump, B.S., Bane, A. J., & Avery, D.D. (1992). Capsaicin does not attenuate bombesin - induced suppression of operant responding for food reward. Peptides, 13, 343-347.

Bane, A. J., McCoy, J. G., Stump, B.S., and Avery, D. D. (1993). The effects of cocaine on dietary self-selection in female rats. Physiology & Behavior, 54, 509-13.

Stump, B. S., Bane, A. J., & Avery, D. D. (1994). Food deprivation does not influence body or selection temperature in rats receiving intraventricular bombesin. Pharmacology Biochemistry & Behavior, 48, 881-885.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 10 Non-Refereed journals 1 Books _____ Book Chapters _____

Exhibits _____ Government Reports _____ Conference Presentations 5 Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Biomedical Research Support Grant. Effects of Cocaine on Dietary Self-Selection During Pregnancy and Lactation in the Rat. \$10,000.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 3 Dissertations 2

COURSES TAUGHT DURING THE LAST SIX YEARS:

Physiological Psychology
Physiological Psychology Core
Various Seminars in Behavioral Neuroscience

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Refereed over twenty manuscripts submitted for publication.
Member, Education and Training Committee, IBNS.
External Reviewer for consideration of promotion to full professor.

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

Founding Member, International Behavioral Neuroscience Society.
Charter Member, International Neuropeptide Society.

FACULTY CURRICULUM VITAE

NAME Paul A. Bell

ACADEMIC RANK Prof.

DATE OF APPOINTMENT 1975

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Southwestern University	Psychology, Sociology	B.A.	1971
College/University Trinity University	Psychology	M.A.	1972
College/University Purdue University	Social Psychology	Ph.D.	1975
College/University			

AREAS OF EXPERTISE:

Environmental Psychology, Social Psychology, Alzheimer's Disease

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Bell, P. A., & Fusco, M. E. (1989). Heat and violence in the Dallas field data: Linearity, curvilinearity, and heteroscedasticity. *Journal of Applied Social Psychology*, 19, 1479-1482.

Martichuski, D. K., & Bell, P. A. (1991). Reward, punishment, privatization, and moral suasion in a commons dilemma. *Journal of Applied Social Psychology*, 21, 1356-1369.

Bell, P. A. (1992). In defense of the negative affect escape model of heat and aggression. *Psychological Bulletin*, 111, 342-346.

Karlin, N. J., & Bell, P. A. (1992). Self-efficacy, affect, and seeking support between caregivers of dementia and non-dementia patients. *Journal of Women & Aging*, 4, 59-77.

Harvey, M. L., & Bell, P. A. (1995). The moderating effect of threat on the relationship between population concern and environmental concern. *Population and Environment*, 17, 121-133.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 19 Non-Refereed journals 0 Books 1 Book Chapters 5
 Exhibits 0 Government Reports 0 Conference Presentations 34 Manuals 1

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

"Physical Aggression in the Mentally Ill Elderly," National Institute of Mental Health (#R01 MH43427-02), 1989-1991 (\$254,936)

"AD Support Groups: Barriers to Participation" (Barbara L. Knight, Principal Investigator), Alzheimer's Disease and Related Disorders Association, 1988-1989 (\$19,998)

"Establishment of State Practice and Certification Standards for Public Sector Case Management in Colorado," Subcontract from Colorado Department of Social Services via Administration on Aging, 1990-1992 (\$32,431)

"Preference Ordering and Contingent Valuation of Public and Private Goods," USDA Forest Service, 1992-1996 (\$53,000)

"Human Assessment of Visual Air Quality," (with David M. Ross) National Park Service, 1994-1995 (\$111,204)

"Human Assessment of Visual Air Quality," (with David M. Ross) National Park Service, 1995-1996 (\$59,156)

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 4 Dissertations 6

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY100H (x3) PY315 PY316 (x4)
 PY317 (x14) PY496 (x2) PY692 (x3)

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Colorado Legislature Task Force on Long-Term Health Care
 Medical and Scientific Advisory Board, Alzheimer's Association
 Advisory Committee, Geriatric Education Committee, Univ. of Colo. Health Sci. Center
 Community Advisory Committee, 4 nursing homes
 Faculty Council
 Graduate Council
 Faculty Advisor, Psi Chi Honor Society
 Advisory Committee, Criminal Justice Program
 Advisory Committee, Interdisciplinary Gerontology Studies Program
 Chair, Long-Range Planning Committee
 President (& Treasurer), Division 34, American Psychological Association
 President, Human Factors Society, Rocky Mountain Chapter
 4 Site Visits, APA Accreditation Committee
 CSU Human Subjects Committee
 Executive Committee, Mental Health Coalition for Older Adults
 40 presentations to community service groups on Alzheimer's disease
 Faculty Grievance Committee

SALARY FUNDING SOURCE(S) RI, grants, summer teaching

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1970

NAME Thomas L. Bennett ACADEMIC RANK Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of New Mexico	Psychology	B.A.	1964
College/University University of New Mexico	Psychology	M.S.	1966
College/University University of New Mexico	Psychology	Ph.D.	1968
College/University			

AREAS OF EXPERTISE:

Physiological psychology and neuropsychology.

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Bennett, T. L. (Editor), The Neuropsychology of Epilepsy. New York: Plenum, 1992.

Bennett, T.L., & Ho, M. The neuropsychology of pediatric epilepsy and antiepileptic drugs. In C.R. Reynolds & E. Fletcher-Janzen (Eds.). Handbook of Clinical Child Neuropsychology, second edition. New York: Plenum, (In Press).

Bennett, T. L., Dittmar, C., & Ho, M. The neuropsychology of traumatic brain injury. In A. M. Horton, Jr., D. Wedding, & J. Webster (Eds.) The Neuropsychology Handbook: Behavioral and Clinical Perspectives. New York: Springer, (In Press).

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 25 Non-Refereed journals 0 Books 1 Book Chapters 5
 Exhibits Government Reports Conference Presentations 6 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

The BRAIN, 2nd edition. Worth Publishers and Annenberg/CPB. \$400,000. 1995-97. (w/Vattano).

General Psychology Video Modules edited from THE BRAIN PBS Series. Annenberg/CPB Project. \$25,000. 1994. (w/Vattano)

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 7 Dissertations 5

COURSES TAUGHT DURING THE LAST SIX YEARS:

Physiological Psychology
Physiological Psychology Laboratory
Advanced Psychology: Neuropsychology
Physiological Seminar
Physiological Advanced Seminar

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Conference Chair, National Academy of Neuropsychology, 1993, 1994.

Board of Directors, National Academy of Neuropsychology, 1993-1996.

Board of Directors and Treasurer, American Board of Professional Neuropsychology, 1993-1996.

Invited Attendee at National Conference on Clinton's Health Plan, 1994.

Coordinator, Experimental Psychology Program, 1992-1995.

SALARY FUNDING SOURCE(S) Resident Instructor

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

NAME Larry Bloom ACADEMIC RANK Professor DATE OF APPOINTMENT 1975

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Arizona State University	Psychology	B.A.	1970
College/University University of Missouri - Kansas City	Psychology	M.A.	1971
College/University University of Kansas	Clinical Psychology	Ph.D.	1975
College/University			

AREAS OF EXPERTISE:

Forensic Psychology; Behavioral Medicine

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

I have been involved with a number of creative projects some of which may be published. Included in these projects are the following:

1. Adoption and psychological adjustment
2. Male survivors of early sexual abuse.
3. Musical presentation formats and their effects on anger and arousal.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals _____ Non-Refereed journals _____ Books _____ Book Chapters _____

Exhibits _____ Government Reports _____ Conference Presentations _____ Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

NA

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 3 Dissertations 4

COURSES TAUGHT DURING THE LAST SIX YEARS:

Human sexuality
Psychopathology
Stress and Biofeedback
Clinical practicum supervisor

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

- Graduate Admissions Committee. Five years.
- Internship Readiness Committee. Three years.
- Director, Counseling Psychology Program. Two years.
- Section Committee on Curriculum. Three years.

SALARY FUNDING SOURCE(S) Resident Instruction

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1967

NAME William N. Boyer ACADEMIC RANK Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Carleton	Psychology	B.A.	1958
College/University University of Toronto	Psychology	M.S.	1960
College/University University of Oklahoma	Psychology	Ph.D.	1965
College/University			

AREAS OF EXPERTISE:

Psychology of learning and memory; applied behavior theory.

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Books

The Mentally Sound Dog: How to Shape, Train, and Change Canine Behavior. 1995. Aldine Publications, Inc. Loveland, Colorado 80537.

Articles

Clark, G.I., & Boyer, W.N. 1994. What Obedience Training Will Do For Your Dog. Animal Health. Cornell University College of Veterinary Medicine Press.

Clark, G.I., & Boyer, W.N. 1993. The Effects of Dog Obedience Training and Behavioural Counseling Upon the Human-Canine Relationship. Applied Animal Behaviour Science, 37, 147-159.

Boyer, W.N., & Strachan, D.E. 1990. Conceptual Tempo and Resolution of Social Conflict by Children. Perceptual and Motor Skill, 70, 225-226.

King, C.L., Delay, E.R., & Boyer, W.N. 1989. Avoidance Training Using Incremental Vertical Jump Respons in Rats. Perceptual and Motor Skills, 68, 968-970.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 5 Non-Refereed journals 1 Books 1 Book Chapters _____

Exhibits _____ Government Reports _____ Conference Presentations 2 Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Embryonic CNS Transplants in the Adult Spinal Cord of Rats. 1988-1992. \$317,000 (NIH).

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 6 Dissertations 4

COURSES TAUGHT DURING THE LAST SIX YEARS:

Child Psychology
Psychology of Learning
Treatment of Children's Behavior Problems
Five Different Graduate Seminars on the Psychology of Learning and Memory

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Faculty Preview Advisor CNS Psychology; Freshman Orientation, Academic and Career Advising, 1987 to present.

Member, University Appeals Committee, Office of Student Affairs, 1992-1995, 1995-1998.

Member, Mentoring Program, Center for Educational Access and Outreach, 1990 to present.

Member, Colorado State University Task Force on Academic Advising, Provost's Office, Survey of Students, Faculty, Administrators, and Alumni to determine, event; quality of advising and subsequent recommendations, 1992-1993.

Coordinator, Career Advising Center, 1992 to present. Assist psychology undergraduates about careers in psychology and related fields, internships available, graduate schools, and application procedures.

SALARY FUNDING SOURCE(S) Resident Instructor

NIH: See research grant above.

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1991

NAME Silvia Sara Canetto ACADEMIC RANK Asst. Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Padova Padova, Italy	Experimental Psychology	Doctorate	1977
College/University Hebrew University of Jerusalem Jerusalem, Israel	Psychology	M.A.	1982
College/University Northwestern Univ. Medical School Chicago, Illinois	Clinical Psychology	Ph.D.	1987
College/University			

AREAS OF EXPERTISE:

Clinical/Counseling Psychology; Scholarly Activities/Research: Gender and Suicidal Behavior, Aging and Family

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Canetto, S. S. (1996). What is normal family? Assumptions and evidence. Journal of Primary Prevention, 17, (1).

Canetto, S. S., & Lester, D. (Eds.) (1995). Women and Suicidal Behavior. New York: Springer.

Canetto, S. S., Kaminski, P. L., & Felicio, D. M. (1985). typical and optimal aging in women and men: Is there a double standard? International Journal of Aging and Human Development, 40, 1-21.

Canetto, S. S. (1994). Gender issues in the treatment of suicidal individuals. Death Studies, 18, 513-527.

Canetto, S. S., & Feldman, L. B. (1993). Overt and covert dependence in suicidal women and their male partners. Omega, 27, 177-194.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 14 Non-Refereed journals 2 Books 1 Book Chapters 11

Exhibits Government Reports Conference Presentations 36 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

1995. Guest Scholar Committee Grant. Colorado State University. \$900.
1995. Career Enhancement Grant. Colorado State University. \$2700.
1994. Career Enhancement Grant. Colorado State University. \$3425.
1994. Guest Scholar Committee Grant. Colorado State University. \$1100.
1994. Commission on the Undergraduate Experience. Colorado State University. \$16,695.
1994. Guest Scholar Committee Grant. Colorado State University. \$550.
1993-1994. Diversity Curriculum Infusion Grant. Colorado State University. \$1100 + training.
1993-1994. Curriculum Gender Integration. Colorado State University. \$300 + training.
1990-1991. Committee on Research and Scholarship Grant. University of Vermont. \$3000.
1990-1991. National Institute of Aging/Brookdale Foundation Summer Institute in Research on Aging Grant.
(Travel, room, board, and training grant.)

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 8 Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

Developmental Psychology Across the Life Span
Diversity Issues in Counseling
Introduction to Psychotherapy
Adult Psychopathology
Psychology of Gender
Adolescent Psychology
Introduction to Clinical Psychology
Abnormal Psychology

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

1995. Research Division Director. American Association of Suicidology.
1994-present. Committee on Suicide and Assisted Death. American Association of Suicidology.
1994-1995. Film Festival Director. Diversity Curriculum Infusion Project. Colorado State University.
1994. Ethics Committee (Co-chair). American Association of Suicidology.
1992-1994. Center for Disease Control and Prevention, Atlanta, GA. Scientific Committee on the Classification of Suicidal Behaviors.
1994. Selection Committee. Task Force on the Status of Colorado State University Women.
1993-present. Women's Studies Program, Academic Board. Colorado State University.
1990-1991. President's commission on the Status of Women. University of Vermont.

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

NAME Ernest L. Chavez ACADEMIC RANK Prof. DATE OF APPOINTMENT 1976

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of New Mexico	Psychology	B. A.	1971
College/University Washington State University	Psychology	M. S.	1973
College/University Washington State University	Psychology	Ph.D.	1976
College/University			

AREAS OF EXPERTISE:

Clinical psychology, minority issues, substance use

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Chavez & Swaim (1991). Epidemiology of Mexican-American adolescent substance use. American Journal of Public Health, 82, 3, 445-447.

Chavez (1993). Multicultural Drug Use: An Epidemiological Resarch Perspective. In Multiculturalism in Alcohol and Other Drug Services. Editor: Gordon, J.U. University of Kansas.

Chavez, Oetting & Swaim (1994). Dropouts and Delinquency: Mexican American and White non-Hispanic Youth. Journal of Clinical Child Psychology, 23, 1.

Chavez & Mora (1994). Editors, Special Issue on Substance Use Patterns of Latinas, International Journal of the Addictions, 30, 7.

Chavez & Oetting (1995). A Critical Incident Model for Considering Issues in Cross Cultural Research. International Journal of the Addictions, 30, 7, 863-874.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 4 Non-Refereed journals 2 Books Book Chapters 3
Exhibits Government Reports Conference Presentations 11 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Drugs and Hispanic Youth - NIDA (1990-1993)	\$1,000,000.00
Mexican-American Dropouts - NIDA (1991-1996)	\$3,000,000.00
Alcohol Use and Related Problems - NIAAA (1995-1998) (co PI with Randy Swaim)	\$1,200,000.00

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):(# below = completed)

Thesis 4 Dissertations 5

COURSES TAUGHT DURING THE LAST SIX YEARS:

Neuropsychology Assessment; Psychological Assessment - IQ Testing; Projective Assessment

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Member, National Research Council Committee on Drug Abuse Prevention Research (1989-91)
Grant Review NIDA, NIAAA (1989-94)
Site Visitor APA (1987-1994)
Member, NIDA Hispanic Interactive on Drug Abuse (1990-Present)
Member, Strategic Planning Subcommittee on Academic Support (1994-095)
Member, Department Undergraduate Committee (1993 - Present)

SALARY FUNDING SOURCE(S) RI and Federal Grants

OTHER INFORMATION (if appropriate):

Associate Director of Tri Ethnic Center for Prevention Research -- \$2.1 million in grants in force per year.

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1984

NAME Jeanette N. Cleveland ACADEMIC RANK Prof.

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Occidental College, Los Angeles, CA	Psychology	B.S	1977
College/University Penn State University	I/O Psychology	M.S, Ph.D	1979, 1982
College/University			
College/University			

AREAS OF EXPERTISE:

Performance Appraisal, Older worker issues, gender bias in the workplace, sexual harassment. perceptions of workers with disability

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Cleveland, J. & Shore, L. (1992). Relationships among chronological age, subjective age, perceived relative age, and work outcomes, Journal of Applied Psychology, 77, 469-484

Cleveland & McNamara, K. (In press). Understanding sexual harassment: Contributions from research on domestic violence and organizational change. In B.A. Gutek & L. Larwood (Ed). Women and Work. Sage Publication: Newbury Park, CA

Murphy, K & Cleveland, J. (1995) Understanding Performance appraisal: Social, organizational, and goal-oriented perspectives. Newbury Park, CA: Sage Publication

Cleveland, J. Murphy, K, & Williams, R. (1989). Multiple uses of performance appraisal: Prevalence and correlates. Journal of Applied Psychology, 74, 130-135

Cleveland, J. & Murphy, K. 1992 Performance appraisal as goal-direct behavior. In K. Rowland & G. Ferries (Ed) Research in Personnel and Human Resources, 10, 121-185.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 14 Non-Refereed journals 5 Books 5 Book Chapters 6
 Exhibits _____ Government Reports 2 Conference Presentations 40+ Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

From College of Natural Sciences - University Diversity Funds - \$13,700

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 10 Dissertations 2

COURSES TAUGHT DURING THE LAST SIX YEARS:

Py440, Py340, Py215, Py315, Py100, Py370, Py792 (4-5 times), Py640 (numerous times)
PY655, Undergrad research courses

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Human Resources management Program chair, 1995-1996

Chair, Education and Training Committee, SIOP, 1993-1995

Chair, Sabbatical leave committee, College of Natural Science, 1995-1996

Program coordinator, I/O Doctoral Program 1994-present

Member, Psychology Dept Executive Committee, 1994- present

SALARY FUNDING SOURCE(S) Resident Instruction

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF
APPOINTMENT 8/12/64

NAME Charles W. Cole ACADEMIC RANK Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Missouri (Columbia)	English Literature	AB	1953
College/University University of Missouri (Columbia)	Guidance & Counseling	M.Ed	1961
College/University University of Missouri (Columbia)	Counseling Psychology	Ph.D.	1963
College/University			

AREAS OF EXPERTISE:

Assessment: intellectual, personality, and psychophysiological (especially cardiovascular and musculoskeletal response to psychosocial stressors)
 Stress and Health: depression and anxiety (especially as related to heart disease or chronic pain)

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Psychophysiological assessment: History and origins. Instructional film, Colorado State University, Copyright 1990.

Cardiovascular consequences of hostility. Paper presented at the American Psychological Association, Washington, D.C.

Social-emotional correlates of hostility. Paper presented at the American Psychological Association, Toronto, Ontario, Canada.

Cocaine: atherogenic effects. Unpublished Manuscript. (Submitted to the American Journal of Public Health) Monologue (Published in the National Library of Poetry, 1993)

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals _____ Non-Refereed journals _____ Books _____ Book Chapters _____
 Exhibits _____ Government Reports _____ Conference Presentations 2 Manuals 1

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

NONE

THESES AND/OR DISSERTATIONS SUPERVISED DURING THE LAST SIX YEARS (totals):

Thesis 0 Dissertations 4

COURSES TAUGHT DURING THE LAST SIX YEARS:

Psychology of Personality, Stress Management, Personality Core, Clinical Supervision

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Direct Services to heart patients and patients in chronic pain because of neurological disease/trauma (physician referred)

Institutional Review Board, Aurora Regional Medical Center, Aurora

Adjuvant Medical Staff, Aurora Regional Medical Center (consultation to hospital administrative and professional staff; services to cardiac rehabilitation)

Allied Health Professional, Poudre Valley Hospital (consultation re assessments in adult and adolescent psychiatric units)

Workshops/talks to businesses concerning stress and health (e.g., Anheuser Busch)

Reviewer: Hall & Lindsay, Theories of Personality (3rd ed., John Wiley & Sons, Inc.); Pervin, J. L., Current Controversies and Issues in Personality (2nd ed., John Wiley & Sons, Inc.)

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

Director, Psychological Services Center, Dept. of Psychology

Director of Training/Program Coordinator, graduate program in Counseling Psychology

Proposal for a two-year graduate program in Clinical/Counseling Psychology (approved by the Social Development Office in Kuwait; implementation pending approval by CSU)

FACULTY CURRICULUM VITAE

DATE OF
APPOINTMENT 1988

NAME Russell Cropanzano ACADEMIC RANK Asst Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Louisiana State University	Psychology	BA	1983
College/University Southern Methodist University	Social-Organizational Psychology	MA	1985
College/University Purdue University	Industrial-Organizational Psychology	PhD	1988
College/University I only attended three universities.			

AREAS OF EXPERTISE:

Industrial-Organizational Psychology

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- Cropanzano, R., James, K., & Konovsky, M. A. (in press). Dispositional affectivity as a predictor of work attitudes and job performance. Journal of Organizational Behavior.
- Weiss, H. M., & Cropanzano, R. (in press). An affective events approach to job satisfaction. In B. M. Staw & L. L. Cummings (Eds.), Research in organizational behavior. Greenwich, CT: JAI Press.
- Cropanzano, R., James, K., & Citera, M. A. (1993). A goal hierarchy model of personality, motivation, and leadership. In L. L. Cummings & B. M. Staw (Eds.), Research in Organizational Behavior (Vol. 15, pp. 267-322). Greenwich, CT: JAI Press.
- Cropanzano, R., & Konovsky, M. A. (1993). Drug use and its implications for employee drug testing. In G. R. Ferris & K. M. Rowland (Eds.), Research in Personnel and Human Resources Management (Vol. 11, pp. 207-257). Greenwich, CT: JAI Press.
- Konovsky, M. A., & Cropanzano, R. (1991). The perceived fairness of employee drug testing as a predictor of employee attitudes and job performance. Journal of Applied Psychology, 76, 698-707.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 15 Non-Refereed journals 0 Books 3 Book Chapters 8
Exhibits 0 Government Reports 0 Conference Presentations 12 Manuals 0

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

None

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis Three

Dissertations Three

COURSES TAUGHT DURING THE LAST SIX YEARS:

Organizational Psychology (both graduate and undergraduate)
Industrial Psychology (both graduate and undergraduate)
Personality Psychology (both graduate and undergraduate)
Psychological Testing (undergraduate)
Social Psychology (both graduate and undergraduate)
Research Methods (graduate)
Introductory Psychology (undergraduate)

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Served as an ad hoc reviewer for nine different journals.

Member of the editorial board for the Journal of Applied Psychology.

Twice served on the program committee for the Organizational Behavior division of the Academy of Management (1993 and 1994 Conventions).

Reviewed papers for the Conflict Management Division of the Academy of Management (1993 Convention).

Reviewed two books.

SALARY FUNDING SOURCE(S) 100% from the Psychology Department.

OTHER INFORMATION (if appropriate):

None of which I am aware.

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1976

NAME Jerry L. Deffenbacher ACADEMIC RANK Prof.

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Washington	Psychology	B.S.	1967
College/University Western Washington State College	Psychology	None	
College/University University of Oregon	Counseling Psychology	Masters	1971
College/University University of Oregon	Counseling Psychology	Ph.D.	1975

AREAS OF EXPERTISE: Counseling and Clinical Psychology, Graduate and undergraduate teaching, Cognitive-behavioral therapy, Research and clinical supervision

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Deffenbacher, J. L. (1992). Counseling for anxiety management. In S. D. Brown & R. W. Lent (Eds.), Handbook of counseling psychology, 2nd ed. (pp. 719-756). New York: Wiley.

Deffenbacher, J. L. (1992). Trait anger: Theory, findings, and implications. In C. D. Spielberger & J. N. Butcher (Eds.), Advances in personality assessment. Vol. 9. (pp.177-201) Hillsdale, NJ: Erlbaum.

Deffenbacher, J. L. (1994). Anger reduction: Issues, assessment, and intervention strategies. In A. W. Siegman & T. W. Smith (Eds.), Anger, hostility, and the heart (pp. 239-269). Hillsdale, NJ: Lawrence Erlbaum.

Deffenbacher, J. L., Thwaites, G. A., Wallace, T. L., & Oetting, E. R. (1994). Social skills and cognitive-relaxation approaches to general anger reduction. Journal of Counseling Psychology, 41, 386-396.

Deffenbacher, J. L., Oetting, E. R., Thwaites, G. A., Lynch, R. S., Baker, D. A., Stark, R. S., Thacker, S., & Eiswerth-Cox, L. (in press). State-trait anger theory and the utility of the Trait Anger Scale. Journal of Counseling Psychology.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 15 Non-Refereed journals 0 Books 0 Book Chapters 13
 Exhibits 0 Government Reports 0 Conference Presentations 31 Manuals 0

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

From 1990-95 had a five year grant from National Institute on Drug Abuse (NIDA) as part of the NIDA Center grant to the Tri-Ethnic Center for Prevention Research. Title of grant: Behavioral Intervention: Anger Management Training for Angry Youth. Dollar amount of grant by year was: 1990 = \$55,000, 1991= \$99, 000, 1992 = \$94,000, 1993 = \$82,000, 1994 = \$82,000, 1995 = \$67,000. Total = \$397,000

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals): (# below = completed)

Thesis 9 Dissertations 6
Current supervising = 1 and 11

COURSES TAUGHT DURING THE LAST SIX YEARS:

Py 320, Py 496, Py 596, Py 728B, Py 792, Py 786

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

(1) Numerous departmental committees (e.g., chair of departmental promotion and tenure committee, member of departmental executive committee, member of counseling admissions committee, member of long-term planning committee, etc.); (2) Member of Faculty Council; (3) Instructor, Continuing Education Telecourse Py 320 (Abnormal Psychology); (4) Presented a 15-week, 2 hours per week workshop on anger management for Poudre R-1 teachers at Webber Junior High School, Fort Collins; (5) Two hours per week for two years delivering anger management module, Centennial High School, Fort Collins; (6) Numerous guest lectures on stress and anxiety to the nursing program at Front Range Community College; (7) Three 1-hour presentations and a 7-hour stress management workshop for university employees in facilities maintenance, CSU; (8) Other presentations to CSU community (e.g., to prospective students and parents, Admissions Office, on panic disorders for the "Anxiety and Stress in the 90's" program, numerous presentations to interns at University Counseling Center, on reducing instructor anxiety and stress, Lets Talk Teaching, etc.); (9) Member of program committee, Division of Counseling Psychology, American Psychological Association; (10) External reviewer for candidates for promotion/tenure at other universities (e.g., University of Wisconsin, Washington State University, University of Oklahoma, and State University of New York--Albany); (11) Other professional workshops/outreach:

- (1990, September). General anger: Some treatment strategies. Workshop presented at Colorado Society for Behavior Analysis and Therapy, Denver, Colorado.
- (1991, July). Cognitive-behavioral approaches to general anger reduction. Presented at the International Congress on Stress, Anxiety, and Emotional Disorders, Braga, Portugal.
- (1992, March). Cognitive-behavioral treatment of anger. Workshop presented at XXIV Banff International Conference on Behavioral Science, Banff, Alberta, Canada.
- (1992, September). General issues in conceptualizing and treating anger. Presented at Colorado Society for Behavior Analysis and Therapy, Denver, Colorado.
- (1995, August). Assessment, diagnosis, an treatment of clients with anger. One-day workshop presented (with two other individuals) at American Psychological Association, New York, New York.
- (1995, April). Cognitive-behavioral assessment and treatment of general anger. A three-hour clinical workshop, Department Psychology, Hofstra University, Hempstead, New York.
- (1995, April). Strategies for anger reduction. Two-hour clinical workshop, Department of Psychology, University of Wyoming, Laramie, Wyoming.
- (1995, April). Anger reduction. One-and-half-hour presentation, University Counseling Center, University of Wyoming, Laramie, Wyoming.
- (1995, June) Two 1-hr presentations "Anger and Personal Tools for Empowerment" in the Community Forum: Creating a Non-violent Community: Techniques and Solutions, CSU
- (1995, October). Specific programs for reduction of anger problems. One-day workshop presented at The Society of Clinical and Consulting Psychologists (a division of the Wisconsin Psychological Association), Milwaukee, Wisconsin.
- (1995, November). Anger in clinical practice: Conceptualization, assessment and treatment. Two-day workshop presented at the University of Denver, Denver, Colorado.

SALARY FUNDING SOURCE(S) Department of Psychology and NIDA grant

OTHER INFORMATION (if appropriate):

Fellow (American Psychological Association), Fellow (American Association for Applied and Preventive Psychology), Diplomate in Counseling Psychology (American Board of Professional Psychology), Licensed Psychologist (Colorado), Editorial board member of Journal of Counseling Psychology, Journal of Cognitive Therapy and Research, Journal of Cognitive Psychotherapy, and Psicologia Conductual

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1980

NAME Scott B. Hamilton ACADEMIC RANK Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Colorado State University	Psychology	B.S.	1973
College/University University of Montana	Clinical Psychology	M.A.	1976
College/University University of Montana	Clinical Psychology	Ph.D.	1978
College/University			

AREAS OF EXPERTISE:

Clinical Psychology; Applied Social Psychology

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Hamilton, S.B., Keilin, W.G., Knox, T.A., & Naginey, J.L. (1989). When thoughts turn toward nuclear war: Stress responses, coping strategies, and the importance of trait anxiety in moderating effects on mental health. Journal of Applied Social Psychology, 19, 111-139.

Hamilton, S.B., Lynch, R.S., Naginey, J.L., Peters, K.A., & Piske, K.R. (1989). Relationships between the life values of U.S. college students and their cognitive/affective responses to the threat of nuclear war. Journal of Adolescence, 12, 55-68.

Keilin, W.G., & Hamilton, S.B. (1990). Reactions to the threat of nuclear war: A laboratory investigation of emotional and defensive processes. In K. Boehnke, M.J. Macpherson, & F. Schmidt (Eds.), Leben unter atomarer bedrohung: Probleme und ergebnisse psychologischer forschung (pp. 127-148). Heidelberg, Germany: Asanger Publishing Company

Boehnke, K., Frindte, W., Hamilton, S.B., Melnikov, A.V., Yadagiri-Reddy, N., Singhal, S., Solantaus, T., & Unterbrunner, U. (1992). Makrosoziale besorgnisse und ethnisch-kulturelle stereotype im kulturvergleich. In J. Mansel (Ed.), Reaktionen jugendlicher auf gesellschaftliche bedrohung (pp. 80-92). Munchen, Germany: Juventa.

Boehnke, K., Frindte, W., Hamilton, S., Melnikov, A., Solantaus, T., & Unterbrunner, U. (1994). Global crises as macro-social stress: Individual and social coping strategies in cross-cultural comparison. Journal of Peace Research.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 6 Non-Refereed journals Books Book Chapters
Exhibits Government Reports Conference Presentations 5 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Hamilton, S.B. NIMH Clinical Training Grant: Underserved Children and Adolescents (1989-1992).
\$250,000.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 5 Dissertations 10

COURSES TAUGHT DURING THE LAST SIX YEARS:

Abnormal Psychology (PY320)
Research Methods (PY655A)
Seminar (PY792)

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Associate Head, Department of Psychology, 1988-1993
Acting Head, Department of Psychology, Spring, 1992
Interim Chair, Department of Psychology, 1993-94
Chair, Department of Psychology, 1994-present

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

Research Award, Psychologists for Social Responsibility (1990)
Cermak Advising Award (1991)

FACULTY CURRICULUM VITAE

NAME Hautaluoma, Jacob E. ACADEMIC RANK Prof. DATE OF APPOINTMENT 1965

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Minnesota Duluth	Psychology and Social Science	B.A.	1955
College/University University of Colorado, Boulder	Social - Personality Psychology	Ph.D.	1967
College/University Yale University	Administrative Science	Postdoctoral Fellow	1971-72
College/University			

AREAS OF EXPERTISE:

Social psychology, organizational psychology, organizational development, conflict resolution, international development, team development, strategic planning

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Donkersgoed, W. L., Hautaluoma, J. E., & Morgan, K. J. (In press). Overcoming barriers to effective CEO-board relationships. Madison, WI: Filene Research Institute.

Hautaluoma, J.E., Donkersgoed, W.L., & Kaman, V. (1995). Governing boards, the most important work teams. In Beyerlein, M. M. & D. A. Johnson (Eds.). Advances in Interdisciplinary Studies of Work Teams: Knowledge Teams, Vol.2, 271-300. Greenwich, CT: JAI Press.

Hautaluoma, J. E. & Woodmansee, R. G. (1994). New roles in ecological research and policy making. Ecology International Bulletin, 21, 1-10.

Athey, T. R. & Hautaluoma, J. E. (1994). Effects of applicant overeducation, job status, and job gender stereotype on employment decisions. Journal of Social Psychology, 134, 439-452.

Hautaluoma, J. E., Jobe, L., Donkersgoed, W. L., Suri, T., & Cropanzano R. (1993). Credit union boards and credit union effectiveness. Madison, WI: Filene Research Institute.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 6 Non-Refereed journals 3 Books Book Chapters 1
 Exhibits Government Reports 6 Conference Presentations 5 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

1989, Total quality management support. U.S. Air Force, \$25,000 & \$7,265.

1991 & 1993, Credit union boards and credit union effectiveness, \$28,700, and CEO-board relationships, \$24,450. Filene Research Institute, Madison, WI.

1994-95. Rajasthan (India) Agricultural-University strategic planning. About \$30,000. World Bank via Consortium for International Development.

I have been funded out of 3 other grants: (a) CSU's Long Term Ecological Research grant has paid me a month a year for about 12 years; (b) the Natural Resources Ecology Lab pays me a month a year to work with them (for over 10 years); and (c) I was on Sandy Davis's (Political Science) EPA contract to help him develop model legislation for groundwater quality assurance. I was also funded by the Terrestrial Ecosystems Regional Research Analysis lab to do research on electronic group decision making for 2 years.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 5 Dissertations 2

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY 315, 340, 596, 600G, 640, 748, & 792

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Consulted with many organizations in the US and overseas.

Faculty Council. International Programs Advisory Council. International Activities Advisory Council.

Helped many CSU departments do planning or conflict resolution.

Workshop for extension agents. Facilitated town meetings for Ag Dean.

Advisory board for Center for Rural Development, Colorado Lutheran Family Services, and Larimer County Diabetes Association. Council, Trinity Lutheran Church.

Psi Chi Advisor.

SALARY FUNDING SOURCE(S) RI; Natural Resources Ecology Lab, Long-Term Ecological Research project, and College of Natural Sciences Dean's office. Last year the Consortium for International Development.

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1966

NAME Ross John Loomis ACADEMIC RANK Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Seattle Pacific University		B.A.	1959
College/University University of Denver		M.A.	1962
College/University University of Denver		Ph.D.	1968
College/University			

AREAS OF EXPERTISE:

Social and environmental psychology; assessment of visitor settings such as museums and parks; public relations to air quality.

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Journals

Bitgood, S. C. & Loomis, R. J. (1993). Introduction: Environmental design and evaluation in museums. Environment and Behavior, 25 (6), 683-697.

Edwards, R.W., Loomis, R.J., Fusco, M.E. & McDermott, M. (1990). Motivation and information needs of art museum visitors: A cluster analytic study. ILVS Review: A Journal of Visitor Behavior, 1 (2), 20-35.

Contributions to Books

Roggenbuch, J. W., Loomis, R. J., and D'Agostino, J. V. (1991). The learning benefits of leisure. In, B.L. Driver, P.J. Brown, and G.L. Peterson (Eds.) Benefits of Leisure. (pp. 195-214). State College, PA: Venture Publishing, Inc.

Loomis, R. J. (1993). Planning for the visitor: The challenge of visitor studies. In S. Bicknell & G. Farmelo (Eds.). Museum Visitor Studies in the 90's, (pp. 13-23). London: Science Museum.

Published Proceedings Papers

Ross, D.M., Dattore, R.E., Weiler, K., Loomis, R.J., Malm, W.C., & Iyer, H.K. (1990). Validation of layered haze description protocol using field and laboratory settings. In C. V. Mathai, (Ed.), Transactions-Visibility and Fine Particles, (pp. 596-607). Pittsburg, PA: Air and Waste Management Association.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 8 Non-Refereed journals 5 Books Book Chapters 2
 Exhibits Government Reports 14 Conference Presentations 21 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Co-Principal Investigator with Dave Ross: Observer detection of minimal levels of uniform and plume hazes. Cooperative Institute for Research in the Atmosphere, Colorado State University. \$70,000.

Co-Principal Investigator with Dave Ross: Memory for haze conditions in park scences. Cooperative Institute for Research in the Atmosphere, Colorado State University. \$75,000.

Principal Investigator: Evaluation of Prehistoric Journey Exhibit. Subcontract with Denver Museum of Natural History from Informal Science Education, National Science Foundation. \$70,000.

Sabbatical Salary Support: University of Karlsruhe, Institute for Sociology and Haus der Geschichte der Bundesrepublik Deutschland, Bonn. \$30,000.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 5 Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

General Psychology
Social Psychology
Environmental Psychology
Psychology of Perception
Experimental Methods and Design
Social Psychology Graduate Seminars
Environmental Psychology Graduate Seminars
Social and Environmental Psychology Laboratory

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Faculty member of the Windale Museum Seminar, Texas Historical Commission and the University of Texas, Austin, TX.

Faculty member of the Colonial Williamsburg Seminar for Historical Administration, Colonial Williamsburg, VA.

Grant review panelist, Informal Science Education Program, National Science Foundation.

Board member and vice-president, Visitor Studies Association.

SALARY FUNDING SOURCE(S)

Resident Instruction, NSF, CIRA(NPS)

OTHER INFORMATION (if appropriate):

Fellow, Division 34 of the American Psychological Association

Fellow, Cooperative Institute for Research in the Atmosphere-Colorado State University

FACULTY CURRICULUM VITAE

NAME Kathleen McNamara ACADEMIC RANK Assoc. Prof.

DATE OF APPOINTMENT 8/20/84

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Ohio State University	Education	B.S.	1974
College/University Ohio State University	Counseling	M.A.	1978
College/University Pennsylvania State University	Counseling Psych.	Ph.D.	1984
College/University			

AREAS OF EXPERTISE: Body Image & eating disturbances, emotional disorders, child custody and forensic psychology

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- McNamara, K. (1989). A structured group program for repeat dieters. Journal for Specialists in Group Work, 3, 141-150.
- McNamara, K. (1989). Group counseling approaches for overweight and depressed college women: A comparative treatment study. Journal for Specialists in Group Work, 14, 211-218.
- McNamara, K. & Loveman, C. (1990). Differences in family functioning among bulimics, repeat dieters, and nondieters. Journal of Clinical Psychology, 46, 518-523.
- McNamara, K. (1992). Depression assessment and intervention: Current status and future directions. In S. D. Brown & R. W. Lent (Eds.), The Handbook of Counseling Psychology. (pp. 691-718). (2nd Ed.) New York, NY: John Wiley and Sons, Inc.
- Tucker, T. W. & McNamara, K. (in press). Object relations and eating disturbances in the parent-daughter relationship. Eating Disorders: The Journal of Treatment and Prevention.
- Cleveland, J. & McNamara, K. (in press). Understanding sexual harassment: Contributions from research on domestic violence and organizational change. In M. S. Stockdale (Ed.) Women and Work, Volume 6: Sexual Harassment in the Workplace. Newbury Park, CA: Sage, Inc.
- Kaminski, P. L. & McNamara K. (in press). Evaluation of a group treatment for college women at risk for bulimia. Journal of Counseling and Development.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 9 Non-Refereed journals 0 Books 0 Book Chapters 2
 Exhibits 0 Government Reports 0 Conference Presentations 5 Manuals 1

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Faculty Enhancement Grant, Provost Office, Colorado State University, 1992-93 (\$3,100.00).

Faculty Enhancement Grant, Provost Office, Colorado State University, 1993-94 (\$600.00).

Faculty Enhancement Grant, Provost Office, Colorado State University, 1994-95 (\$500.00).

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 7 Dissertations 6

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY 260 Child Psych. (x2)
 PY496 Women and Mental Health (x6)
 PY610 Clinical Interviewing (x4)
 PY729 Group Therapy (x5)
 PY792 Adv. group Practicum (x4)
 PY786 Clinical Practicum (x4)

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

"Helping Dysfunctional Families in the Legal System." Presented to the Colorado Bar Association, September, 8, 1995.

Site Visitor for A.P.A. Accreditation Board (1986 - Present).

Ad hoc reviewer for several research journals.

Provide expert court testimony on child custody and other matters related to child and family welfare.

Provide consultation to Bauder Elementary school on various matters such as dealing with the death of a student (1995) and motivating children (1993-95).

SALARY FUNDING SOURCE(S) RI funds and summer teaching funding

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

NAME: Kevin R. Murphy **ACADEMIC RANK:** Prof. **DATE OF APPOINTMENT:** 1984

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Siena College	Psychology	B.A.	1974
College/University Rensselaer Polytechnic Institute	Psychology	M.S	1976
College/University Pennsylvania State University	Psychology	Ph.D	1979
College/University			

AREAS OF EXPERTISE:

Personnel psychology, psychometric theory, multivariate analysis, human judgment

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- Murphy, K. (1993). Honesty in the workplace: Monterey, CA: Brooks/Cole.
- Murphy, K., Jako, R.A. & Anhalt, R.L. (1993). The nature and consequences of halo error: A critical analysis. *Journal of Applied Psychology*, 78, 218-225.
- Murphy, K. (1994). Advances in meta-analysis and validity generalization. In N. Anderson and P. Herriot (Eds.), *Handbook of selection and appraisal: First update and supplement, 1994* (pp. 57-76). Chichester, UK: Wiley.
- Murphy, K. & Cleveland, J. (1995). *Understanding performance appraisal: Social, organizational and goal-oriented perspectives*. Newbury Park, CA: Sage.
- Murphy, K., Osten, K. & Myers, B. (1995). Modeling the effects of banding in personnel selection. *Personnel Psychology*, 48, 61-84.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 27 Non-Refereed journals 3 Books 8 Book Chapters 11
 Exhibits _____ Government Reports _____ Conference Presentations 23 Manuals 2

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Validation of FACTOR 1000 for pre-employment applications, Performance Factors, 1995, \$10,664
 Assessing Pre-Employment Alcohol Testing, American Trucking Association, Summer, 1994, \$5,000
 Assessing the Performance of Surface Warfare Officers, U.S. Army Research Office, TCN 93-453, 1993, \$15,798.
 ASEE/U.S. Navy Sabbatical Fellowship, Navy Personnel Research and Development Center, Winter, 1992.
 Effects of employee drug testing on work attitudes and behaviors, NIDA, 1989, \$84,037.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 8 Dissertations 4

COURSES TAUGHT DURING THE LAST SIX YEARS:

18

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Incoming Editor, Journal of Applied Psychology (1996)
 Associate Editor, Journal of Applied Psychology (1991-present)
 Editorial Board member, Journal of Applied Psychology (1989-1991).
 Human Performance (1988- present), Personnel Psychology (1990 - present),
 International Journal of Selection and Assessment (1991 - present),
 Journal of Vocational Behavior (1991 - 1993), Innovations in Research
 Based Practice: Personnel Psychology (1994 - present)
 Ad hoc reviewer, Psychological Bulletin, Organizational Behavior and Human Decision
 Processes, Academy of Management Journal, Academy of Management Review,
 Journal of Occupational Behavior, Journal of Occupational Psychology, Basic and
 Applied Social Psychology, Journal of Business and Psychology, Journal of
 Applied Social Psychology, Journal of Management Inquiry, Psychological Reports, Journal of Personality
 Research, Psychological Assessment
 National Academy of Sciences Committee on Performance Appraisal (1990-91)
 National Academy of Sciences Committee on Drug Use in the Workplace (1991-1993)
 Chair, Department of Defense Advisory Committee on Military Personnel Testing (member
 1991-1995, Chair, 1995-present)

SALARY FUNDING SOURCE(S) RI

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF

NAME: Janice L. Nerger ACADEMIC RANK: Assoc. Prof. APPOINTMENT: 1990

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of California, San Diego	Psychology	BA	1983
College/University University of California, San Diego	Psychology	MA	1984
College/University University of California, San Diego	Experimental Psychology	Ph.D.	1988
College/University NASA/Ames Research Center and SRI International	Postdoctoral	n/a	1988-1990

AREAS OF EXPERTISE:

Sensation and Perception; Neurophysiological Mechanisms Underlying Human Color Vision; Peripheral Color Vision; Receptor and Post-Receptor Processing; Relative Numbers of Cone Photoreceptors

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- Nerger, J.L. and Cicerone, C.M. (1992). The ratio of L-cones to M-cones in the human parafoveal retina. Vision Research, 32, 879-888.
- Nerger, J., Piantanida, T., and Larimer, J. (1993). Color appearance of filled-in backgrounds affects hue cancellation, but not detection thresholds. Vision Research, 33, 165-172.
- Nerger, J.L., Viney, W., and Riedel, R.G. II (In Press). Student ratings of teaching effectiveness: Use and misuse. The Midwest Quarterly.
- Nerger, J.L., Volbrecht, V.J., and Ayde, C.J. (1995). Unique hue judgments as a function of test size in the fovea and at 20 deg temporal eccentricity. Journal of the Optical Society of America, A, 12, 1225-1232.
- Volbrecht, V.J., Nerger, J.L., and Harlow, C.H. (submitted). Distribution of unique green loci revisited. Vision Research.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 7 Non-Refereed journals 0 Books 0 Book Chapters 0
Exhibits 0 Government Reports 1 Conference Presentations 6 Manuals 0

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

NIH Biomedical Research Support Grant (\$ 5,868)
Career Enhancement Award (\$ 3,400)
Faculty Research Support Grant (\$ 2,000)
Career Enhancement Award (\$ 7,684)
Career Enhancement Award (\$ 6,750) *
Cooperative Institute for Research in the Atmosphere (\$ 65,500) *

* co/PI

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 2 Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

Undergraduate: Sensation and Perception; Laboratory in Sensation and Perception; Psychology of Learning; Psychology of Aging. Graduate: Sensation and Perception; various graduate seminars.

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Professional:

- Reviewed manuscripts for Vision Research, Visual Neuroscience, and Color Research and Application.
- Reviewed proposals submitted to Division 26 for presentation at the annual meeting of the American Psychological Association.
- Reviewed textbook: Schiffman, H.R. Sensation and Perception, 4th ed. Wiley, New York.

Outreach:

- Numerous presentations and laboratory tours to junior high and high school science teachers, high school honors students, undergraduate students, university administrators, and community professionals.

Department/University:

- Experimental-Section Graduate Program Revisions Committee
- Experimental-Section Space Committee, Chair
- Ad Hoc Committee on Code Revisions
- Library Liaison
- At-Large member of Departmental Executive Committee
- Faculty Council Committee on Student Life
- Department of Psychology Chair Recruitment Committee

SALARY FUNDING SOURCE(S) Department of Psychology

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

NAME Gene Oetting ACADEMIC RANK Prof. DATE OF APPOINTMENT 1964

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Wisconsin, Madison	Psychology	B.S.	1952
College/University University of Wisconsin, Madison	Psychology	M.S.	1954
College/University University of Wisconsin, Madison	Psychology	Ph.D.	1959
College/University			

AREAS OF EXPERTISE:

Psychology, Sociology, Anthropology

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- Oetting, E.R., & Beauvais, F. (1990). Adolescent drug use: Findings of national and local surveys. Journal of Consulting and Clinical Psychology, 58(4), 385-394
- Oetting, E.R., & Beauvais, F. (1990-91). Orthogonal cultural identification theory: The cultural identification of minority adolescents. The International Journal of the Addictions, 25(5A & 6A), 655-685.
- Oetting, E. R. (1992). Planning programs for prevention of deviant behavior: A psychosocial model. In J. Trimble, C. Bolek, & S. Niemcryk (Eds.), Ethnic and Multi-cultural Drug Abuse (pp. 313-344). Binghamton, NY: Haworth Press, Inc.
- Oetting, E. R., Donnermeyer, J.F., Plested, B.A., Edwards, R.W., Kelly K., & Beauvais, F. (1995). Assessing community readiness for prevention. The International Journal of the Addictions, 30(6), 659-683.
- Oetting, E. R., Edwards, R. W., Kelly, K., & Beauvais, F. (in press). Risk and protective factors for drug use among rural American youth. In A. Sloboda, G. Boyd, E. Robertson, & L. Beatty (Eds.), Rural substance abuse: State of knowledge and issues (pp. April 26 & 27, 1994). (NIDA Research Monograph No. ____). Rockville, MD: National Institute on Drug Abuse.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 19 Non-Refereed journals Books Book Chapters 9
 Exhibits Government Reports Conference Presentations Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Tri-Ethnic Center for Study of Drug Abuse Prevention	\$3,557,438.00
Drug Use Among Young Indians: Epidemiology and Prediction	939,547.00
Drug Use Among Young Indians: Epidemiology and Prediction	370,169.00
Drug Use, Delinquency & Mexican-American Youth	692,557.00
Mexican-American Dropouts and Drug Abuse	738,504.00
Mexican-American Dropouts and Drug Abuse	1,689,250.00

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

Professional Ethics

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

SALARY FUNDING SOURCE(S) Federal Grants

OTHER INFORMATION (if appropriate):

Extended Research Award
 American Association for Counseling and Development

FACULTY CURRICULUM VITAE

DATE OF
APPOINTMENT 1971

NAME Ralph W. Richards ACADEMIC RANK Ph.D.

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Michigan State University	Social Science- Divisional	B.A.	1967
College/University Michigan State University	Experimental Psychology	M.A.	1969
College/University Michigan State University	General- Experimental Psychology	Ph.D.	1971
College/University			

AREAS OF EXPERTISE:

Animal Learning and Cognition

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Bowers, R. L. & Richards, R. W. (1990). Pigeons' short-term memory for temporal and visual stimuli in delayed matching-to-sample. Animal Learning & Behavior, 18, 23-28.

Bowers, R. L. & Richards, R. W. (1990). Dual-element effects in pigeons' matching-to-sample with temporal and visual stimuli. The Psychological Record, 40, 259-271.

Bowers, R. L., Harris-Peterson, M., Mollenhayer, M. S., DeVolder, C., Avery, D. D., & Richards, R. W. (1990). Bombesin improves rats' operant responding maintained by a differential-reinforcement-of-low-rats schedule of food reinforcement. Psychological Reports, 66, 131-138.

Richards, R.W. & Richardson, D. W. (1991) Delayed reinforcement: Effect of a brief signal on behavior maintained by a variable-ratio schedule. Bulletin of the Psychonomic Society, 29, 543-546.

Hosoi, E., Swift, D. M., Rittenhouse, L. R., & Richards, R. W. Comparative foraging strategies of sheep and goats in a T-maze apparatus. Applied Animal Behaviour Science, 44, 37-45.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 6 Non-Refereed journals 1 Books 0 Book Chapters 0
Exhibits 0 Government Reports 0 Conference Presentations 3 Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

None

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 2 Dissertations 1

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY 250
PY 352
PY 353 (supervised)
PY 600
PY 692
PY 792

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Member of Institutional Animal Care and Use Committee

SALARY FUNDING SOURCE(S) Department RI

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF

NAME Kathryn M. Rickard ACADEMIC RANK Assoc. Prof. APPOINTMENT 1983

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Alabama	Psychology	B.S.	1979
College/University University of Georgia	Clinical Psychology	M.S.	1981
College/University University of Georgia	Clinical Psychology	Ph.D.	1982
College/University			

AREAS OF EXPERTISE:

Health Psychology, Gender Studies, Parenting, Supervision of Practicum

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Rickard, K. and Dillard-Lamp, D. Feminist Identity and Beliefs about Sexual Harassment. American Psychological Association, Los Angeles, CA.

Rickard, K. (In Press). Parental Expectations Scale. In J. Touliatos (Ed.) Family Measurement Handbook, Volume I.

Rickard, K. M. (1990). The effect of feminist identity level on gender prejudice toward artist's illustrations. Journal of Research in Personality, 24, 145-162.

McNamara, K. & Rickard, K. (1989). Feminist identity development: Implications for psychotherapy with women. Journal of Counseling and Development, 68, 184-189.

Rickard, K. M. (1989). The relationship of self-monitored dating behaviors to level of feminist identity on the FIS. Sex Roles, 20, 213-226.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 4 Non-Refereed journals Books Book Chapters
 Exhibits Government Reports Conference Presentations 2 Manuals 1

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Curriculum Enhancement Grant. Infusion of Multicultural Content in a Psychology of Women Class. 1994-95.

Faculty Retention Grant. A Study of the Stone Center in Developmental Studies in Women's Counseling. 1994.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 5 Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

University Counseling Center Group Supervision Seminar (graduate); Child/Consultation Seminar and Supervision (graduate); Theories of Personality (graduate); Advanced Graduate Practicum Supervision; Psychological Perspectives on the Female Experience; Introduction to Clinical and Counseling Psychology (undergraduate); Human Sexuality (undergraduate)

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Speaker for Women in Sciences regarding: Psychology in Science: Psychological Issues

Senior Counseling in two Nursing Homes in Fort Collins

Committees: Chair, University Women in Sciences; Chair, Department Faculty Development; Chair, Counseling Section Admissions Committee; Chair, Counseling Section Climate Committee; Chair Counseling Section Graduate Student Workload (ad hoc); Chair, Temporary Faculty Selection; Chair, Full time Faculty Selection.

Committees: Member of the following: Admissions, Practicum, Internship Readiness, Climate, Faculty Development, numerous thesis and dissertation committees inside and outside Psychology Department.

SALARY FUNDING SOURCE(S) Resident Instructor

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 8/1984

NAME Lee A. Rosén ACADEMIC RANK Associate Professor

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Minnesota	Child Psychology & Philosophy	B.A.	1978
College/University SUNY - Stony Brook	Clinical Psychology	M.A.	1982
College/University SUNY - Stony Brook	Clinical Psychology	Ph.D.	1984
College/University University of Mississippi Medical Center	Clinical Psychology	Residency	1984

AREAS OF EXPERTISE:

Clinical Child Psychology; Child Psychopathology, Assessment and Treatment; Disruptive Behavior Disorders and Attention Deficit Hyperactivity Disorder

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Bell, A. J., Rosén, L. A., & Dynlacht, D. (1994). Truancy intervention. Journal of Research and Development in Education, 27, 203-211.

Dallager, C., & Rosén, L. A. (1993). Effects of a human sexuality course on attitudes toward rape and violence. Journal of Sex Education and Therapy, 19, 193-199.

Rosén, L.A., Krein, L., Schissel, D., & Taylor, S. (1993). Nutrition. In J. L. Matson (Ed.), Handbook of Hyperactivity in Children. (pp. 282-304). Boston: Allyn & Bacon.

Morey, R. E., Miller, C.D., Fulton, R., & Rosén, L. A. (1993). High school peer counseling: The relationship between student satisfaction and peer counselors' style of helping. The School Counselor, 40, 293-300.

Gabardi, L., & Rosén, L. A. (1992). Intimate relationships - College students from divorced and intact families. Journal of Divorce and Remarriage, 18, 25-56.

The above article is also abstracted in Brain/Mind, 1993.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 9 Non-Refereed journals _____ Books _____ Book Chapters 2

Exhibits _____ Government Reports _____ Conference Presentations _____ Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Head Start Mental Health Consultation. 1994-present. Funding for a 10 hour a week graduate student consultant. (Approximate \$5,400.00).

PR-1 Grant: Psychological Consultation to Special Education. 1985-present. Budget: \$30,000 to 50,000 per year (funding for 2-6 graduate students) Total funding since 1985: \$500,000 approximate.

Minority Recruitment Grant - II. Recruitment of Ethnic Minority Doctoral Students. 1991-1992. Budget - \$1,600; Co-PI.

Minority Recruitment Grant - I. Recruitment of Ethnic Minority Doctoral Students. 1990-1991. Budget - \$1,200; Co-PI.

Clinical Consultation to the Developmentally Disabled. 1990-1992. Budget - \$9,000 per year (on-going funding for one graduate student).

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 2 Dissertations 13 .

COURSES TAUGHT DURING THE LAST SIX YEARS:

Child Exceptionality & Psychopathology
Child Intervention
Advanced Clinical Practicum

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Official Departmental Mentor for Silvia Canetto, Counseling Section.

Consulting reviewer for journals - Journal of Applied Behavior Analysis, Child Development, Behavior Therapy, and Education and Treatment of Children - and text Understanding Child Behavior Disorders (2nd ed.)

Member: Head Start Mental Health Advisory Board, 1993-present.

Vice-President, Board of Directors, United Day Care Center, Fort Collins, CO, 1992.

President, Board of Directors, United Day care Center, Fort Collins, CO, 1990-1991.

Consultant for the United Day Care Center, Martin Luther Homes, and PR-1 School District.

Member: Biomedical Research Support Grant Advisory Committee for Colorado State University.

Served or chaired nineteen Departmental/Section committees.

Presented six workshops and lectures for various organizations.

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

Recipient of the College of Natural Sciences Undergraduate Teaching Award 1992.

FACULTY CURRICULUM VITAE

NAME Richard M. Suinn ACADEMIC RANK Prof. DATE OF APPOINTMENT 1968

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Ohio State	Psychology	BA Summa	1955
College/University Stanford	Clinical Psychology	MA	1957
College/University Stanford	Clinical Psychology	Ph.D.	1959
College/University			

AREAS OF EXPERTISE:

Clinical/Counseling Psychology, Behavior therapy stress, sport psychology, diversity

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Anxiety Management Training: A behavior therapy. NY Plenum, 1990

Prediction of cancer from psychological measures. Psychological Inquiry, 1991, 2, 268-276

The Suinn-Lew Self-Identity Acculturation Scale: Concurrent and factorial validity. Educational. and Psychological Measurement, 1992, 52,1041-46

Psychological techniques for performance enhancement: Imagery. In R Singer, M Murphey, & L Tennant (Eds). Handbook on Research in Sport Psychology. New York: McMillan, 1993

Clinical practice, university research and students. American Psychologist, 1995, 50, 287-92

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 7 Non-Refereed journals 12 Books 1 Book Chapters 2
Exhibits _____ Government Reports _____ Conference Presentations _____ Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Asian American Career Preferences. U.S. Forestry Service, 1995 \$10,000.00

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis _____ Dissertations _____

COURSES TAUGHT DURING THE LAST SIX YEARS:

Behavior Therapy, Graduate Orientation First Year,
Behavior Modification Consultation

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Consultation to U.S. Olympic Teams and U.S. Olympic Training Center

Study Section grant reviewer, NIMH

Consultant Universities in Japan, Singapore

Convocation speaker: Western State College of Colorado

Workshop Mentoring Women and People of Color, American Psychological Association

Workshop on Diversity, Chicago School of Professional Psychology

SALARY FUNDING SOURCE(S) RI

OTHER INFORMATION (if appropriate):

Past member Board of Directors, APA--1990-93
Past President, Association for the Advancement of Behavior Therapy--1992
Board of Directors -- American Board of Behavioral Psychology--Current

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1966

NAME George Thornton ACADEMIC RANK Prof.

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Depauw University	Psychology	A.B.	1962
College/University Purdue University	Industrial Psych	M.S.	1964
College/University Purdue University	Industrial Admin.	M.S.I.A.	1966
College/University Purdue University	Industrial Psych	Ph.D.	1966

AREAS OF EXPERTISE:

Industrial and organizational psychology; psychological measurement

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Thornton, G. C. III & Cleveland, J. N. (1990). Developing managerial talent through simulation. American Psychologist, 45, 190-199.

Shore, T. H., Thornton, G. C. III, & Shore, L. M. (1990). Construct validity of two categories of assessment center dimension ratings. Personnel Psychology, 43, 101-115.

Murphy, K. R., Thornton, G. C. III, & Prue, K. (1991). Influence of job characteristics on the acceptability of employee drug testing. Journal of Applied Psychology, 76, 447-453.

Thornton, G. C. III. (1992). Assessment centers in human resource management. Reading, MA: Addison-Wesley.

Thornton, G.C. III. (1994). Disparate impact in managerial assessments: Occurrence, causes and remedies. Employment Testing Law and Policy Reporter, 3(10), 4-8.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 16 Non-Refereed journals _____ Books 1 Book Chapters 3
Exhibits _____ Government Reports _____ Conference Presentations 22 Manuals _____

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):**THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):**

Thesis 6 Dissertations 6

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY 370, PY 440, PY 792, PY 600K,
PY 740, PY 640, PY 592, PY 786CV

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Chair, Industrial/Organizational Psychology Program, 1991-1994
Chair, Committee on Instructional Development in CSU Faculty Council
President, American Board of Industrial/Organizational Psychology
Board of Trustees, American Board of Professional Psychology, 1991-1994
Editorial Board, Employment Testing Law and Policy Reporter
Consultant to numerous public and private organizations
Expert witness in numerous employment litigation cases

SALARY FUNDING SOURCE(S) RI**OTHER INFORMATION (if appropriate):**

Graduate Teaching Award, College of Natural Sciences

Fellow, Society of Industrial and Organizational Psychology, Division 14 of the American Psychological Association

Diplomate, American Board of Industrial/Organizational Psychology

FACULTY CURRICULUM VITAE

NAME Frank J. Vattano ACADEMIC RANK Professor DATE OF APPOINTMENT 1964

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University Colorado State University	Psychology- Biology	B.S.	1958
College/University The Ohio State University	Experimental Psychology	M.A.	1960
College/University The Ohio State University	Experimental Psychology	Ph.D.	1962
College/University			

AREAS OF EXPERTISE:

Human and animal learning; general experimental psychological; college teaching.

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Verdict, sentencing, and certainty as a function of sex of juror and amount of evidence in a simulated rape trial. (1993) Psychological Reports, 72, 575-583 (w/K. McNamara and W. Viney).

General Psychology Video Modules edited from THE BRAIN PBS Series. Project funded by Annenberg/CPB Project Summer, 1988. \$25,000. Modules currently used in over 6,000 schools nationally.

General Psychology Video Modules edited from THE MIND PBS Series. Project funded by Worth Publishers, Inc. Summer, 1990. \$41,000. Modules have been employed in more than 4,000 schools nationally.

PsychInteract. A computer based video interactive program sponsored by the WCB Brown Benchmark Publishers. Designed as laboratory, recitation, lecture presentation mode technology instruction employing multimedia. \$40,000.

THE BRAIN 2nd Edition Video Project. Update the BRAIN Video Teaching Modules. The 2nd edition consists of 32 modules updating our knowledge of the brain and behavior. A two-year project funded at \$400,000 by Worth Publishers, Inc. and the Annenberg/CPB Project, Washington, DC. The 2nd edition modules are scheduled for release January, 1997.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 1 Non-Refereed journals _____ Books _____ Book Chapters _____
 Exhibits 3 Government Reports _____ Conference Presentations _____ Manuals 4

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

The BRAIN, 2nd edition. Worth Publishers and Annenberg/CPB. \$400,000. 1995-97.

PsychInteract. A computer based video interactive program. Brown, Benchmark Publishers. \$40,000. 1993-95.

General Psychology Video Modules edited for videodisc. THE MIND. Worth Publishers. \$6,000. 1992.

Wm. C. Brown Publishers. \$7,500. 1991.

General Psychology Video Modules edited from THE MIND PBS Series. Worth Publishers. \$41,000. 1990.

General Psychology Video Modules edited from THE BRAIN PBS Series. Annenberg/CPB Project. \$25,000. 1988.

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 0 Dissertations .
Served on 15 graduate student committees.

COURSES TAUGHT DURING THE LAST SIX YEARS:

General Psychology, PY-100
Seminar on College Teaching GS-792
Video Tape Teaching Analysis GS-770
Supervised College Teaching PY-384
Undergraduate Teaching Assistant Seminar PY-296
The United State in Global Affairs IE-270

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

Coordinated International Seminar on Global Affairs three straight years with enrollments ranging from 50 to 125 students from campus/town community. Total enrollment per term 100 to 150.

Offered Advanced Placement Psychology workshops for high school psychology teachers (ten workshops) nationally.

Serve as Advanced Placement Reader in Psychology for the COLLEGE BOARDS. One of the founding members of the reading committee.

Conduct workshops for AP Psychology High School students prior to taking AP Psychology Examination in May of the academic year.

Faculty Presenter for the Office of Admissions for the Student/Parent visitation days once each semester.

SALARY FUNDING SOURCE(S)

Psychology Department, Office of Instructional Services, and outside funding for summers.

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

NAME Wayne Viney ACADEMIC RANK Professor DATE OF APPOINTMENT 1966

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Oklahoma	Psychology	B.A.	1956
College/University University of Oklahoma	Psychology	M.S.	1960
College/University University of Oklahoma	Psychology	Ph.D.	1964
College/University University of Colorado	History of Psychology	Advanced Studies	1976-1983

AREAS OF EXPERTISE:

History of Psychology; Philosophical Problems in Psychology

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

- Viney, A.W. A History of Psychology: Ideas and Context. (1993). Boston: Allyn & Bacon
- Viney, A.W., & Woody, W. D. (In Press). Psychogeny: A neglected dimension of the mind-brain problem Teaching of Psychology.
- Viney, A. W. (In Press). Disunity in psychology and other sciences: The network of the block universe? The Journal of Mind and Behavior.
- Viney, A. W. (In Press) .Dorothea Dix: An intellectual conscience for psychology. In Alan Boneau, Gregory Kimble, and Michael Wertheimer (Eds.). Pioneers in Psychology II. Washington DC: American Psychological Association.
- Viney, A. W. (1989). The Cyclops and the twelve-eyed toad: William James and the unity-disunity problem in Psychology. American Psychologist, 44, 1261-1265.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 11 Non-Refereed journals Books 1 Book Chapters 5
 Exhibits Government Reports Conference Presentations 6 Manuals 1

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):-

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 2 Dissertations 4

COURSES TAUGHT DURING THE LAST SIX YEARS:

History of Psychology
History of Psychology Seminars

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:

- Coordinator Experimental Section.
- Religious Studies Advisory Board.
- University Library user Planning Committee.
- College Core Curriculum Committee.
- Historian for Sigma Xi.
- Program Co-Chair Division 26 (History of Psychology) American Psychological Association.
- Guest Lectures for Parents and High School Students visiting Colorado State University.

SALARY FUNDING SOURCE(S)

Resident Instruction

OTHER INFORMATION (if appropriate):

FACULTY CURRICULUM VITAE

DATE OF APPOINTMENT 1989

NAME Vicki Volbrecht ACADEMIC RANK Assoc. Prof.

EDUCATION (Begin with Baccalaureate)

NAME OF SCHOOL ATTENDED	MAJOR	DEGREE EARNED	YEAR CONFERRED
College/University University of Wisconsin, Madison	Psychology	B.A.	1979
College/University University of Colorado, Boulder	Area of Emphasis: Sensation & Perception	M.A.	1984
College/University University of Colorado, Boulder	Area of Emphasis: Sensation & Perception	Ph.D.	1988
College/University			

AREAS OF EXPERTISE:

Color vision
Color perception, i.e., neural processes mediating color perception

SELECTED PUBLICATIONS OR CREATIVE WORKS (5 maximum) DURING LAST SIX YEARS:

Nerger, J.L., Volbrecht, V.J. and Ayde, C.J. (1995) Unique hue judgments as a function of test size in the fovea and at 20-deg temporal eccentricity. *Journal of the Optical Society A*, **12**, 1225-1232.

Bieber, M.L., Volbrecht, V.J. and Werner, J.S. (1995) Spectral efficiency measured by heterochromatic flicker photometry is similar in human infants and adults. *Vision Research*, **35**, 1385-1392.

Volbrecht, V.J., Schneck, M.E., Adams, A.J., Linfoot, J.A. and Ai, E. (1994) Diabetic short-wavelength sensitivity: Variations with induced changes in blood glucose level *Investigative Ophthalmology and Visual Science*, **35**, 1243-1246.

Volbrecht, V.J. (1993) Perceptual learning meets associative learning. *New Ideas in Psychology*, **11**, 285-286.

Schneck, M.E., Adams, A.J., Volbrecht, V.J. and Linfoot, J.L. (1993) Acute changes in blood glucose and their effects on color vision function in diabetes. In *Colour XI*. B. Drum (Ed). Dordrecht, The Netherlands: Kluwer Academic Publishers.

TOTAL PUBLICATIONS OR CREATIVE WORKS IN LAST SIX YEARS (by category):

Refereed journals 9 Non-Refereed journals Books Book Chapters 1
 Exhibits Government Reports Conference Presentations 11 Manuals

RESEARCH GRANTS AWARDED DURING LAST SIX YEARS (by title and totals):

Biomedical Research Support Grant: Neural processes mediating anomalous color vision. \$2,500

Career Enhancement Grant: 1992/1993 (with J.Nerger) - \$6,750, 1990/1991(with J.Nerger) - \$7,684.00, 1989/1990 - \$3,500

Cooperative Institute for Research in the Atmosphere: Visibility Assessment. \$65,500 (with R.Loomis & J.Nerger)

THESES AND/OR DISSERTATIONS SUPERVISED DURING LAST SIX YEARS (totals):

Thesis 1 Dissertations 3

COURSES TAUGHT DURING THE LAST SIX YEARS:

PY228: Human Sexuality, PY452: Cognitive Psychology, PY456: Sensation & Perception, PY457: Sensation and Perception Lab, PY653: Methods of Research-Psych II, PY655B: Research Issues and Models-General Experiment, PY792BV: Seminar-Vision,

SELECTED SERVICE AND/OR OUTREACH ACTIVITY DURING LAST SIX YEARS:**SERVICE:**

University:
 Institutional Review Board for Human Participants

College:
 College of Natural Science Undergraduate Scholarship Committee

Psychology Department:
 Search Committees, Graduate Committee, Executive Committee, Carol Baird Scholarship Committee

Experimental Psychology Section:
 Graduate Admissions Coordinator

OUTREACH:

Seminar for K-12 Teachers:
 Sensation and Perception: An Introduction to Visual Science

Undergraduate Sensation and Perception Lab Tours/Open House for College Council, Alumni, CSU Faculty, CSU Administrators, CSU freshmen, High School Students, Faculty outside the university (e.g., Air Force Academy)

SALARY FUNDING SOURCE(S) RI

OTHER INFORMATION (if appropriate):

APPENDIX C

**PROJECTED RETIREMENTS
AND RECRUITING NEEDS**

Projected Retirements and Recruiting Needs

Searches for two new faculty members will be initiated during the 1995-96 academic year in order to replace one faculty member who is retiring and another who has taken a job at another university. The first search will be for an Assistant or beginning level Associate Professor in Cognitive Psychology and the second for an Assistant Professor in the area of Applied Quantitative/Cognitive Psychology. The Department indicated its intention to strengthen the area of cognitive psychology in the last CCHE Department Review (1989) and has mentioned the areas of cognitive and quantitative psychology as being the highest priorities for resource allocation in recent planning documents (see 1993 Department Review). Hiring in these two areas will provide critical course coverage in cognitive and quantitative psychology and strengthen our ability to conduct research and supervise students in the areas of memory, attention, decision-making, reasoning, and judgment. The applied quantitative expertise of the second hire will also be of benefit to the Tri-Ethnic Center faculty and staff and provide valuable expertise in latent variable modeling and contemporary multivariate approaches.

The only other firm projected retirement will occur at the end of the 1997-98 academic year in the area of neuropsychology. However, 25% of the remaining faculty are over 60 years of age, and several others are in their mid-to-late 50s (this is consistent with other Doctoral Departments of Psychology in the US). It is thus expected that the Department will have additional retirements over the next six years and it is anticipated that all three of the major programs (Counseling, Experimental, and Industrial/Organizational) will be impacted. The Long-Range Planning Committee along with the Executive Committee has already begun efforts to assess trends in psychology, curricular needs in the Department, and research programs that will be impacted as a result of the loss of faculty. As retirement plans become clearer, these committees will intensify efforts to develop concrete proposals for faculty hiring. The University is currently considering various retirement options for faculty and this will likely have a bearing on whether current faculty choose to implement one of these retirement plans.

Please refer to pages 38-41 for the recruitment needs of the graduate programs in Counseling, Experimental, and Industrial/Organizational Psychology.

APPENDIX D

**ACCREDITATION SCHEDULE FOR
NEXT SIX YEARS**

The American Psychological Association (APA) will review the Counseling Psychology Program for accreditation in the year 2000. Please see the following reports from the site visit team which evaluated the Department on April 3-4, 1995.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

May 9, 1995

Albert C. Yates
President
Colorado State University
Fort Collins, CO 80523

Dear President Yates:

On behalf of the Committee on Accreditation, I wish to express appreciation to you and the faculty of the doctoral training program in counseling psychology at Colorado State University for the assistance and cooperation shown the site visit team representing the Committee when it reviewed the program on April 3-4, 1995.

In accordance with its operating policy, the Committee on Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. The recommendation which the visitors make to the Committee is described in our "Accreditation Procedures" as being advisory to, but not binding on, the Committee. Therefore, it is very important that the program carefully review the content of the report to ensure that the facts contained therein are correct and that the program's interpretation of those facts, if different from that of the site visitors, is made known to the Committee.

In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Committee's attention to any other appropriate information which you believe documents the program's quality in meeting the "Criteria for Accreditation."

The Committee will base its decision on the report of the site visitors, your comments in response to it, and your annual self-study report or application for accreditation. To ensure timely processing, we would appreciate your comments on the site visit report within thirty days. Thank you for your cooperation and continued support of education and training in professional psychology.

Cordially,

Jane Winston /MJK

Jane Winston
Manager, Accreditation Operations
Office of Program Consultation and Accreditation

Enclosure

cc: Scott Hamilton, Ph.D., Chair, Department of Psychology
Charles W. Cole, Ph.D., Director of Counseling Psychology Training Program

MAY 0 8 1995

Institution: Colorado State University
Ft. Collins, Colorado

Training Program: Counseling Psychology

Director of Training: Charles W. Cole

Department Chair: Scott V. Hamilton

Site Visit Team: Alfred F. Carlozzi, EdD
Addie Fuhriman, PhD, Chair
John H. Harvey, PhD

Dates of Site Visit: April 3-4, 1995

In its letter of August 5, 1992, the Committee on Accreditation identified four areas of concern regarding the Counseling Psychology Program. Following is the site visit team's observations regarding the program's response to those concerns:

1. Climate of the program, specifically issues related to faculty, variable student-faculty relationships, the appointment of a new department chair (precipitated by the chair of twenty years stepping down)—the department and program have responded to this issue in a variety of ways: a) an appointment of a department chair, b) the initiation of a process of open and democratic decision making, c) the formation of a departmental executive committee (three of the six members are female), d) the appointment of an assistant department chair (a female), and the establishment of a temporary "climate" committee. Of the fourteen core program faculty, six are female (two associate professors, one assistant professor in a tenure-track appointment, and three assistant professors in temporary appointments).

2. Availability of ethnic minority faculty role models for students, and the articulation of the multicultural emphasis throughout the curriculum—the two ethnic minority faculty have increased the amount of time allocated to program responsibilities; additional faculty of diversity serve as practica supervisors in the two training centers; there is increased involvement and focus by students in the Tri-Ethnic Center; a multicultural counseling course has been added; and multicultural matters have been infused into the course work and the practica.

3. Heavy student workload due, in part, to required coursework that limits the opportunity for elective study or the flexibility for special emphasis—the site team recognizes that required coursework limits the opportunity for elective study or the flexibility for special emphasis, but some courses that are required in many counseling psychology programs (e.g., supervision, group therapy, consultation) are not required in this program. We do not view the coursework requirements as excessive, and recommend consideration of additional coursework options. (See Criterion III discussion, p. 3.)

4. Re-examination of policies and practices regarding fourth year practicum training, in which students have to recruit their own supervisors and to pay the supervisors directly. This concern has not been as carefully addressed as other concerns. There remain concerns about the communication and responsibility taken by the program for fourth-year practicum training. (See Criterion VII discussion, pg. 8.)

I. Institutional Setting

The Counseling Psychology Program at Colorado State University has been accredited by the American Psychological Association since 1970. The program is administratively housed in the Department of Psychology in the College of Natural Sciences. Colorado State is a land-grant university consisting of eight colleges and the Graduate School; it is regionally accredited by the North Central Association of Colleges and Schools.

The program is clearly identified as a professional psychology program in the department and university's publications. The department is organized into three sections—counseling, experimental, and industrial/organizational. The program faculty have clear authority and primary responsibility for the program and are led by the training director, Dr. Charles Cole. The program of study provides exposure to the field of psychology and integrates the theory and practice of professional psychology through coursework and field experiences. The student body is clearly identified and matriculated within the university system. The institution provides appropriate support to the program, and as well, recognizes the program as a graduate program of merit.

The program is judged to be in substantial compliance with the institutional setting criterion.

II. Cultural and Individual Differences

The program, department, and university have a strong, affirmative approach to diversity and multicultural matters as they pertain to personnel and training activities. The university sees the counseling program as exemplary in responding to ethnic diversity, particularly in terms of the recruitment, retention, and successful graduation of their students. Included in the program faculty are three women who hold tenure-track positions (two of whom are tenured) and two ethnic minority full professors. In recent years, all of the temporary program faculty have been women, with one woman likely to continue in that role during the 1995-96 school year. Further, minority faculty and practica supervisors are included in other programs within the department and in the two training centers (the Psychological Services Center and the Counseling Center). Twenty-three percent of the students are ethnic minority, and like most students make good progress toward achieving their doctorates and indeed receive them within a five to six year period of matriculation.

The Tri-Ethnic Center serves as a valuable resource for ethnic and minority research and training. The university recently designated it as one of fourteen programs of Research and Scholarly Excellence. It has established one of the few research programs in the country focusing on substance abuse problems among Native Americans. Drs. Chavez and Oetting of the program faculty are the principal investigators for much of the funded work associated with the Tri-Ethnic Center.

Extensive effort has been made to incorporate multicultural matters into course work and practica experiences. There is now a required course in multicultural counseling in the curriculum. To some extent, students have been able to work with clients representing different cultures and socio-economic backgrounds.

The site team judged the program to be in full compliance with the cultural and individual differences criterion.

III. Training Model and Curricula

The program emphasizes the integration of theory, research, and practice and begins such integration early in the program. For example, the requirements for research methods and issues and for prepracticum and assessment experiences are in the first year of the curricular structure. As well, students develop an early identification with the profession of psychology; their faculty serve as excellent role models of active involvement in research and publication activities, professional associations, licensing boards, ABPP, etc. Students report that the faculty are personable and approachable, and that the program is supportive and nurturing of their development.

The curriculum encompasses a minimum of three academic years of full-time resident graduate study, though many students follow the "program of study by semester" as detailed in the program brochure (pp. 6-7), requiring four years of graduate work prior to the internship. "Core requirements" consist of course work in general psychology, statistics, and research methods, and a "professional sequence" pertinent to the theory and practice of professional psychology. Courses in history, biological bases of behavior, cognitive and affective bases of behavior, social bases of behavior, individual differences, and statistics and research methods are "core requirements" consistent with APA guidelines.

The "professional sequence" consists of courses in orientation/professional issues, prepracticum, psychological testing, practica, psychopathology, vocational development, theories of counseling and psychotherapy, advanced practicum, advanced seminars in ethics and diversity issues, and internship. Beyond the above required courses, students are expected to develop an area of special skill and ability (e.g., group counseling, child/family counseling, advanced individual assessment). Three types of theories and intervention methods (phenomenological, analytic, and behavioral) are included in the counseling and psychotherapy courses. Though students are not restricted to any single theory or type of

assessment/treatment approach, students did report that their exposure to contemporary approaches such as family systems, solution-focused, and strategic methods was limited, and some expressed a desire for additional or different course work options. Furthermore, consultation (sometimes offered in the I/O section) and group counseling are not required of the counseling students. This appears to be inconsistent with accreditation requirements. The absence of a course in the theory and practice of clinical supervision is also noteworthy.

The values of scientific and professional responsibility are covered in an advanced seminar on ethics and are emphasized throughout the program in prepracticum and practicum courses. The APA ethical principles, licensing regulations, etc. seem to be sufficiently covered. There is some opportunity for students to take elective course work in family systems theory and therapy from the Family Relations Department, but overall there appears to be little contact between counseling psychology students and departments or disciplines outside psychology.

The required research training consists of twelve graduate credit hours in statistical and research methods, thesis, and dissertation. A review of several dissertations revealed that all were clearly psychological in nature and relevant to the students' training and special interests. The research training incorporates methods of inquiry appropriate to the professional psychologist, as is evidenced by the inclusion of a seminar course on counseling research methods.

The program has an explicit, comprehensive system for evaluating students' competence to practice. Since the program claims to be slightly more practitioner-oriented in its training goals, it places considerable emphasis on practitioner training. The goals at each level of practicum training are clearly articulated and are developmentally appropriate. Student performance is carefully monitored and evaluated.

Evaluation of students' readiness for internship is accomplished by completion of the internship readiness comp, modeled after the ABPP exam and evaluated by the faculty. The site visit team was impressed with the rigor and appropriateness of this type of exam to assess the students' knowledge and skills as a psychology practitioner. Other comprehensive exams include an ethics comp, a teaching comp, and a "spike of excellence" comp to assess students' knowledge and competencies in an area of special professional interest. A review of a sample of these comprehensive exams indicates that all are rigorous, appropriate to program goals, and are effective means of evaluating the students' professional competencies and knowledge. Written feedback on the students' performance on the comps is provided to students, and appropriate records are maintained in the student files.

Though the self-study suggests a greater emphasis on professional practice than on research, the program clearly follows a scientist-practitioner model; however, most students admitted to the program are primarily interested in practice. As was mentioned in the report of the previous site visit team, the faculty may wish to consider admitting students with a level of interest in research that more closely approximates the faculty's level of commitment

to research. It is of note that the department offers an excellent course in the teaching of psychology and is capable of mentoring students in future professional roles.

The program has for many years endorsed a model of professional psychology training that aims to produce a generalist practitioner. Approximately half of the full-time program faculty were trained in counseling psychology programs, and half from programs in clinical psychology. Consistent with the faculty's training and with the generalist model, the curriculum requires courses and practica representative of both specialties. The program is consistent with the training model it endorses and in its emphasis on the acquisition of knowledge and skills covering a broad area of professional practice.

Despite some concerns raised in this section, the site visit team considers the program to be in substantial compliance with the training models and curricula criterion.

IV. Faculty

The Counseling Psychology faculty include ten full-time tenure-track faculty and three full-time faculty on temporary appointments (8.33 FTE). Two of the tenure-track full-time faculty are of ethnic minority background; three are female. The three full-time faculty on temporary appointments are also female. The program faculty share responsibility for the development of policy, student evaluations, teaching, advising, development of program philosophy, etc. Their individual involvement in the program ranges from .33 to 1.0 FTE. In addition, nine faculty are part-time in the program; all of these are on full-time appointments with the university. The percent of time and the nature of involvement of these part-time people varies year by year (currently they represent .83 FTE) and ranges anywhere from 0 involvement to 20 percent. An important aspect of these part-time appointments is that they hold full voting rights and responsibilities in program affairs and decision making. They participate either in teaching or in providing supervision/advisement or in research supervision.

Dr. Charles W. Cole is the director of training (.80 FTE). He is licensed, an ABPP, and an APA fellow in divisions 12 and 38. The core faculty are accomplished academicians and professionals. All are licensed; four are ABPP; four are fellows in APA divisions, in some cases holding fellowship in multiple divisions. Many of them have national reputations as scientists; many have served in positions at the state and national levels. They are well-qualified, and exceptional in modeling a scientist/practitioner perspective. Their excellent reputation is acknowledged at all levels of the university. The program is seen as a model for doctoral-level education at Colorado State University.

As a faculty, they not only stay abreast of new developments in the field, but a number of them continue to be at the forefront. Sensitivity and responsiveness to individual differences among faculty have greatly improved since the last site visit, not only within the program faculty, but within the entire department as well. A variety of commitments

(administrative appointments, grants, etc.) have pulled program faculty away from full-time involvement in the program. These external commitments are part of the reason the program relies on temporary appointments. This past year, the department has been involved in extensive decision making regarding the use of temporary appointments, resulting in decisions that will reduce the dependency on temporary positions and increase the involvement of tenure faculty in bearing the responsibility for the program. For a variety of reasons, this action created a conflictual situation. The temporary faculty have served the program well and are highly valued within the department. For the most part, the action has received strong support by the vast majority of the department, and is viewed as a long-term strength for the program and the department. The open and collaborative process used in the department has been instrumental in their success.

The site visit team judged the program to be in full compliance with the faculty criterion and see the faculty as exemplary in their demonstration of the scientist/practitioner model and in their efforts to deal with gender diversity in recent years.

V. Students

Twenty-eight of the fifty-two students met with the site review team (including four ethnic minority and eighteen females). Students represented five different classes (first through fifth). Students are articulate, open, enthusiastic, and highly engaged in the program. Faculty and supervisors external to the program described the students as competent, knowledgeable, well versed in professional ethics, and "much better prepared" than students four years ago. Student dissertations also attest to the high intellectual quality of the students. The positive impression of the students is congruent with their paper credentials at entrance into the program. The applicant-pool is one of the largest among doctoral-level counseling programs (on the order of 300); thus, the program is able to select students with relatively high GPA and GRE credentials, and with clinical experience.

A strong esprit de corps exists among the students—they learn from one another, have respect for their faculty and student colleagues, and are appreciative of their training experiences. Students' commentaries and available records indicate that they are encouraged to move through the program and complete the doctoral requirements within five or six years. Only a few long-term ABD students are currently in the program.

In relative terms, funding for students is a problem area for the department and program. There are variable amounts of assistantship (research and teaching) monies for nine-month periods, with most half-time students receiving funding in the range of \$4,000-\$5,000 (with tuition covered as part of half-time appointments). Some students reported being told at the time of recruitment that they would have four years of funding; others were told that they might not have funding consistently beyond the first year; others were told that the "sooner" they notified their acceptance, the greater their chances of receiving funding. The situation is further complicated by acceptance in recent years of a larger entering class

than usual. The faculty and department chair indicated that funding in the future may be more consistent (and possibly higher) in light of the dean's recognition that more, hard-money assistantship positions are needed. The issue of student funding needs to be monitored more closely in the program/department, with attention being given to level, equity, and clarity or truth in advertising for students and applicants.

Students value the opportunities to seek out a diversity of educational experiences (e.g., summer practica work in Denver where a broader sampling of people and training experience is available) and see the faculty as very open to and supportive of students' desire to broaden themselves.

There is a grievance procedure for student complaints and students are quite knowledgeable about and satisfied with it. They appear to have a voice on major decision-making committees in the program, including representation on admissions and curriculum committees.

Students lack a lounge area in which they can socialize and collaborate in their educational pursuits. The department is limited in space, and currently students representing the three different programs are psychologically separated by the physical distance. In light of the probability that new space is to be allocated to the department in the coming academic year, acquired student space would facilitate such interaction—along with interaction among faculty across programs. This new space also should enhance the minimal research space available for faculty of the counseling program.

Less of an accreditation concern, but as a matter of curiosity, it was of surprise that few students become or desire to become future counseling psychology faculty. Given the overall strength and reputation of the program and the excellent faculty scientist-practitioner models, it is difficult to understand why the program outcomes are more practitioner oriented.

The site team judged the program to be in compliance with the student criterion.

VI. Facilities

The Psychology Department is located in a large multi-winged building that is located in a central area on the campus. Although the building is twenty-five years old, in general it is attractive and seems to be well-furnished. It contains other academic units and large auditoriums in which many of the psychology faculty teach. Unfortunately, the configuration of the building does not allow ease of movement among the wings of the Psychology Department. This fact has led to little interaction between the experimental faculty and students and the counseling and industrial/organizational faculties and student bodies, who share one wing. While somewhat tight, parking is available for faculty and students. Also,

it appears that clients using the training centers in the psychology building can park a reasonable distance from these locations.

The university library is next door to the psychology building, and is reported to do a reasonable job in servicing faculty and student needs for books and journals. The library also has a wide selection of psychology materials in the library's computer-data files.

The program and its two practicum centers appear to have adequate support staff, equipment such as computers, video, and file cabinets, and funding to purchase essential training materials. All faculty have computers, and it appears that students have ready access to computers and video equipment.

The facilities are first class with respect to faculty offices, meeting and classrooms, support staff space, and training facilities (the Psychological Services Center and Counseling Center). Well-appointed therapy rooms exist throughout both of these training facilities. Also available are video facilities for therapy supervision sessions. The Tri-Ethnic Center also appears to be well-accommodated by its facility on a floor above that is occupied by the counseling program. However, research space and space for a departmental lounge are needed badly. A lounge is particularly important as a way of providing greater socialization opportunities for students and faculty, as is research space a way of providing training in future academic roles. The college dean and other university representatives indicated that in the next academic year, the department will receive considerable new space in a wing of their own building currently occupied by the Business College—space appropriate for student and research activities.

The site team judged the program to be in compliance with this criterion, although there continues to be space needs for faculty and student research and a student lounge.

VII. Practicum and Internship Training

Practicum requirements are a two-year experience. Prior to entering practicum in the second year, students must pass an interviewing course, which functions in many ways like a prepracticum. First-year practicum is conducted at the university Counseling Center; faculty with joint appointments in the department and in the Counseling Center serve as instructors and supervisors for the practica. At the Counseling Center, students see individual clients, couples, and clients in a group setting. They receive less experience in vocational and career counseling and group counseling than in other areas. Although the center has a limit on the number of sessions, this restriction is removed for practicum students. The second required practicum is held at the Psychological Service Center, the departmental training site. At this site, they see clients in an individual, couples, or group format, the clientele coming, for the most part, from the community and faculty/staff of the university.

Close and attentive working relationships exist between the practica supervisors and the faculty. Both centers offer structured training to students. The required practica experiences are well designed and implemented.

Throughout the first-year interviewing course and in the following two practica, there is an emphasis on identifying student needs and structuring experiences responsive to those training needs. There is also clear and regular communication regarding the evaluation of the students' skills and competencies and their progress throughout the practica. The program director is responsible for practica coordination, but the responsibility for the instruction and implementation is shouldered by faculty in the department and those in joint appointments in the Counseling Center.

There are a variety of additional practicum settings utilized by students during their fourth year. These sites range from the public schools, a head start program, special education programs, an agency for developmentally disabled children and adolescents, a family stress center, a medical center, a private agency, and a hospice. The concern raised in the last site visit remains: responsibility for seeking out the practica and for supervision reimbursement is with the student. The program's response to the concern was to make clear to students that fourth-year practica were not required and were above and beyond program responsibility. Given the responsibility of the program/university for the education and training of its students, this is an inadequate response. The additional placements are beneficial to the program, given the increased exposure to a greater variety of clientele that they offer. It is reasonable to assume that the program faculty are better equipped than students to arrange practica sites, negotiate payment (for both service and supervision), ensure the provision of appropriate supervision, and evaluate the effectiveness of the placement. A faculty member specifically assigned to coordinate practicum may help the program assume its responsibility.

During the past year, all six students were placed in intern sites accredited by APA. If a student desires a site not APA accredited, prior approval must be given by the program faculty. Internships this past year were at a university Counseling Center (1), VA medical centers (3), and university hospitals (2). Comprehensive and regular evaluation reports are sent to the program; there appears to be good communication between the sites and the department regarding the student's performance. Evaluations from internship sites report the students as being very well prepared, specifically commenting on their skills in psychotherapy and in case consultation and presentation.

A significant aspect of the internship experience conducted by the department is the "internship readiness comprehensive evaluation" (this experience partially fills the university qualifying examination). It is specifically oriented to prepare students and to evaluate their readiness to enter an internship experience. The comprehensive consists of four components: a case report, a case presentation, a video tape sample from the case presented, and finally, a response to questions related to the case presentation and to counseling and psychotherapy in general. Basically, readiness evaluation follows the general format of the ABPP exam. It

occurs during the spring semester of the third year or during, or at the conclusion of, their psychological services practicum. The evaluation of the components is very specific, assessing both theory and practice. If a student is unsuccessful in passing the exam, he or she can retake it in the fall semester of their fourth year.

In addition to a central file containing current information on APA approved internship settings, the program has added a service wherein students who have already experienced the application and acceptance procedure provide consultation to those approaching the task.

The site team judged the program to be in compliance with the practicum/ internship criterion and note as exemplary the internship readiness evaluation and the well-structured practica sequence.

VIII. Conclusions and Consultative Guidance

The Counseling Psychology Program at Colorado State University has for many years maintained a program well-known for the reputation of its faculty and the quality of its students. Among the many strengths of the program are the following:

1. A well-conceived and executed course of study that combines both theory and practice. The early-on integration of theory and practice is handled extremely well.
2. A record of successful recruitment and graduation of ethnic minority students.
3. Faculty recognized as scientists and as excellent examples of the scientist-practitioner model.
4. A comprehensive process for the evaluation of student readiness for professional roles and responsibilities, specifically the internship readiness evaluation.
5. Establishment of an executive committee and an open decision making model in the department, and the inclusion of women faculty members in the executive structure.

The following concerns are noted:

1. Minimal exposure in the curriculum to contemporary intervention theory, consultation, program evaluation, and supervision.

2. Lack of clarity surrounding student funding level, equity, and admission acceptance.
3. Lack of program responsibility and oversight of fourth-year practicum experiences.

IX. The site team judged the Counseling Psychology Program at Colorado State University as in compliance with the accreditation standards and recommends full accreditation and review in five years.

APA SITE VISIT

SCHEDULE

April 3-4, 1995

Sunday, April 2

Visitors arrive: University Park Holiday Inn. 482-2626
425 W. Prospect Rd.

Monday, April 3

8:45 a.m.	Dr. Cole will meet Site Visitors and escort them to Campus	
9:00 - 9:45	Meet with Director of Training—Dr. Charles Cole	Room C-63
9:45 - 10:00	Break—Coffee and donuts	Room C-72
10:00 - 11:20	Individual meetings with Program Faculty	Rooms C-63 C-57 C-58
11:30 - 12:00	Tour of Facilities with Dr. Kate McNamara and Dr. Lee Rosen	
12:00 - 1:30	Lunch at the Rambouillet Room (Rambouillet Room "A" Reserved—second room on left side when entering the Rambouillet Room)	
1:30 - 2:15	Meet with Department Chair—Dr. Scott Hamilton	Room C-68
2:15 - 2:45	Meet with I/O Faculty	Room C-68
2:45 - 3:15	Meet with Experimental Faculty	Room C-68
3:15 - 3:30	Break	
3:30 - 4:30	Meeting with Counseling Students	Room C-68
4:30 - 5:00	Meet with Department Chair and Director of Training (work samples: dissertations, prelims., comps. programs of study, etc.)	Room C-68

Tuesday, April 4

8:00	Dr. Charles Cole and Dr. Larry Bloom will pick up Visitors at hotel	
8:30 - 9:00	Meet with Provost Elnora Gilfoyle (108 Administration Office)	
9:15 - 9:45	Meet with Dean John Raich (408 University Services Bldg.)	
10:00 - 10:15	Break—Coffee and donuts	Room C-68
10:15 - 11:00	Meeting with Practicum Supervisors, Part-time Faculty, and Affiliate Faculty	Room C-68
11:00 - 12:00	Meeting with Executive Committee	Room C-68
12:00 - 2:00	Lunch in Department (Site Visitors Only)	Room C-68
2:00 - 3:00	Feedback to Program Faculty and Student Reps.	Room C-68
3:00	Team returns to hotel/shuttle to DIA	

Office of Program Consultation
and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242

6/16/95

Attn: Jane Winston, Manager, Accreditation Operations

We have reviewed the report of the site visitors as submitted to the Committee On Accreditation following their review of our program (April 3--4, 1995).

Our conclusion is that the facts reported and the team's interpretations are essentially correct. We believe that our program has been evaluated accurately and fairly. Our consensus is that the report presents an appropriate balance of positive and negative features--it highlights areas of strength to build upon and areas in need of further attention.

As we interpret the report, areas which remain in need of further consideration are the following:

(1) Curricular offerings should be reviewed for the potential requirement of available courses generally considered to be distinguishing aspects of counseling programs (e.g., group counseling, which is available but not required); and, secondly, the curriculum should give greater emphasis to topics of increasing professional importance, such as, consultation and supervision. (A general review of our curriculum was begun last year and is still in process.)

(2) While our practica are well-organized through the third year, the program needs to assume greater responsibility for coordinating and monitoring the optional practicum settings utilized by many of our advanced students. (This issue has been assigned to our practicum committee; they will be reporting back with their recommendations this coming year.)

(3) Admissions criteria should be examined with a view to biasing our student population more toward the scientist aspect of our training model, so that student interests would approximate our "faculty's level of commitment to research." This relates to a broader area of concern, dealing not only with selection but also with training of students.

(4) There are at least two issues in addition to education, training, and selection that merit additional effort. These are student funding and GTA load equity. We are actively addressing the issue of student funding by means of a committee established this past year. This committee is charged with the identification and development of external paid work opportunities for students. Load equity discussions have been initiated, however, this topic has not yet received formal study.


We agree with the reviewers that each of these areas requires continuing attention. Each issue noted in the review either has been or will be assigned to standing committees for an initial set of recommendations.

I should note that we were impressed by the review team and its manner of operation. They were obviously well-prepared prior to the visitation; they were thorough in their investigation of the program, and they demonstrated a high level of ethical and professional awareness. As might have been anticipated, their written report shows a possession of the facts, an awareness of what graduate programs are about, and mature judgment.

Finally, I should add that several of our faculty were pleased that the report made specific note of our activities since the previous site visit (1992). We have directed a great deal of systematic attention to each of the concerns expressed at that time. It is gratifying to know that others in the professional/academic community have acknowledged that effort, and that they view our faculty as having responded appropriately to a number of programmatic issues.

It is my personal belief that our efforts over the past three years have resulted in an overall improvement in program quality. In this case, at least, the review process has done what it was designed to do.

Sincerely,


Charles W. Cole, Ph.D., ABPP
Professor and Director of
Training



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

December 11, 1995

Dr. Albert C. Yates
President
Colorado State University
Fort Collins, CO 80523

Dear President Yates:

I am pleased to inform you that this association's Committee on Accreditation, during its meeting on October 27-29, 1995 awarded full accreditation to the doctoral program in counseling psychology at the Colorado State University. In so doing, the Committee scheduled the next accreditation site visit to be held in 2000.

During the interim, the program will be listed annually among accredited programs of professional psychology in the American Psychologist. The Committee also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

The Committee's decision was based upon its review of the program's most recent self-study report, the report of the team that site visited the program, and the program's response to the site visit report.

The program demonstrates substantial compliance with the APA "Criteria for Accreditation," implemented in a manner consistent with its publicly stated goals and objectives. Most issues raised during the last accreditation review have been addressed successfully. The training plan integrates effectively theory, research, and practice, the program faculty serving as excellent examples of the scientist-practitioner model. In terms of training outcomes, the program is commended for the comprehensive process by which it evaluates student readiness for professional roles and responsibilities. It is commended as well for its successful recruitment and graduation of ethnic minority students.

An accredited program, of course, is expected to engage in an ongoing process of self-study and evaluation. In that process, the site visit team's report may be helpful as a resource over the next few years. The concerns noted by the team are shared by the Committee as issues to which further attention should be given. They are:

- a) To ensure that students are exposed to contemporary intervention theory, consultation, program evaluation, and supervision training;
- b) To clarify the program's student funding and admission acceptance policy; and
- c) To ensure that students at all levels of the program are advised and monitored in their practicum training.

The Committee requests that the program provide an update on its progress in addressing these issues in its annual report.

In closing, on behalf of the Committee on Accreditation, I extend congratulations for their achievements to faculty and students of the program and the department in which it is sponsored. The Committee also expresses its genuine appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If our office may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,



Paul D. Nelson, Ph.D.
Director
Program Consultation and Accreditation

cc: Dr. David A. Young, Provost and Academic Vice President
Dr. John C. Raich, Dean, College of Natural Sciences
Dr. Scott B. Hamilton, Chair, Department of Psychology
Dr. Charles W. Cole, Director of Counseling Psychology Program

APPENDIX E

**STATISTICAL DATA, SURVEY SUMMARIES,
EXTERNAL REPORTS**

**COLORADO STATE UNIVERSITY
REQUIRED DATA ELEMENT FORMAT; APPENDIX E (CCHE)
PROGRAM REVIEW**

DEPARTMENT OF PSYCHOLOGY

1876 - 10/4/95

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
FTE Faculty	30.25	28.79	27.13	28.27	28.87	26.7
FTE Support Staff	9.34	4.90	6.03	5.54	5.27	4.5
Student Credit Hours Produced						
Lower Division	12,546.80	12,124.00	12,406.00	11,719.00	10,711.00	10,213.0
Upper Division	7,281.00	7,677.00	8,148.00	9,487.00	9,260.00	9,855.0
Graduate I	1,290.00	1,570.00	1,369.00	1,290.00	1,501.00	1,401.0
Graduate II	<u>563.00</u>	<u>523.00</u>	<u>762.00</u>	<u>706.00</u>	<u>686.00</u>	<u>667.0</u>
Total	21,680.80	21,894.00	22,685.00	23,202.00	22,158.00	22,136.0
Average Faculty Salary	\$42,444.00	\$47,188.00	\$48,278.00	\$50,168.00	\$52,226.00	\$54,628.0
Student/Faculty Ratio	19.94	18.77	18.96	17.76	16.67	17.7
Average Class Size						
Lecture	81	78	73	83	79	80
Laboratory	18	18	16	15	17	16
Average Faculty Teaching Load	598.09	562.97	568.83	532.89	499.95	531.3
Number of Courses Offered						
Lower Division	16	16	16	14	14	15
Upper Division	42	46	47	55	54	52
Graduate I	18	19	27	26	28	26
Graduate II	<u>18</u>	<u>19</u>	<u>9</u>	<u>11</u>	<u>8</u>	<u>9</u>
Total	94	100	99	106	104	102
Number of Degrees Granted						
Bachelor of Science	127	149	138	148	151	131
Master of Science	9	12	15	15	9	10
Doctor of Philosophy	<u>17</u>	<u>15</u>	<u>9</u>	<u>11</u>	<u>18</u>	<u>13</u>
Total	153	176	162	174	178	154
Number of Majors (Fall Count)						
Undergraduate	623	576	599	652	648	638
Graduate	<u>91</u>	<u>88</u>	<u>95</u>	<u>95</u>	<u>98</u>	<u>101</u>
Total	714	664	694	747	746	739

Note: For 1989-90, FTE figures were budgeted. Since 1990-91, figures are actual. Data contained in this Table does not match data from Departmental records. Valid information from Departmental records has been used throughout this report.

Use of Student Technology Fees

YEAR	AMOUNT	USE OF TECHNOLOGY FEES
1990-91	\$51,356	<p><u>Multipurpose Lab (Social, Sensation & Perception, Human Physiology, Learning)</u> Developed computer systems for general usage: computers, interfacing, networking, and software</p> <p><u>Sensation and Perception Lab</u> Upgraded vision labs with CD ROMS, voice digitizers, illusion sets, light discriminators, light sources</p> <p><u>Human Physiology/Neuropsychology Lab</u> Developed new procedures to study gross neuroanatomy with testing equipment, brain models, cameras, vcr and monitor</p> <p><u>Learning Lab</u> Enhanced capabilities to study behavior in operant conditioning experiments with new hardware to interface chambers and computers</p> <p><u>Cognitive/Information Processing Lab</u> Enhanced capabilities to study cognitive processes (e.g., memory, cognition) with equipment to generate stimuli and analyze responses</p>
1991-92	\$57,333	<p><u>Human Physiology Lab</u> Developed procedures for studying human physiology with neuropsychological test equipment and scoring software, computer upgrades, and video monitoring equipment</p> <p><u>Learning Lab</u> Enhanced capabilities to study learning process with the experimental control and data recording equipment</p> <p><u>Sensation and Perception Lab</u> Enhanced and extended the equipment to study sensation processes with computerized recording devices, voice digitizers, stereo receivers, headphones, and auditory illusion equipment</p> <p><u>Cognitive Laboratory</u> Obtained software to collect and analyze data, and to write reports.</p>
1992-93	\$52,002	<p><u>Experimental Psychology Lab</u> Enhanced experimental systems including experimental chambers, environmental cubicles, rat chambers</p>

<u>YEAR</u>	<u>AMOUNT</u>	<u>USE OF TECHNOLOGY FEES</u>
1992-93	\$52,002	<p><u>Sensation and Perception Lab</u> Enhanced capabilities to study auditory and visual sensory systems using computers, monitors, speakers, recorders, optical components, and viewers</p> <p><u>Human Physiology Lab</u> Enhanced capabilities to study human physiology with 32 channel analog to digital converter and computer software upgrade</p> <p><u>Animal Physiology Lab</u> Obtained state of the art equipment to study electrophysiological techniques with oscilloscope and amplifier</p> <p><u>Social Psychology</u> Developed capabilities to study nonverbal communication with facial action coding system, affect slides, and personality inventory. Obtained statistical analysis package for computer.</p>
1993-94	\$41,093	<p><u>Sensation and Perception Lab</u> Developed two sensory computer workstations with computers, monitors, speakers, recorders, and software</p> <p><u>Experimental Psychology Lab</u> Developed data-recording system with cumulative recorders, computers, and interfaces.</p> <p><u>Physiological Psychology Lab</u> Enhanced procedures to record action potentials of neurons with micropositioner</p>
1994-95	\$43,630	<p><u>Learning Lab</u> Added workstations to study learning, including computers, scanners, touch screens, conditioning chambers, control boards, and software</p> <p><u>Sensation and Perception Lab</u> Enhanced this lab by incorporating clinical diagnostic instruments including audiometer, ophthalmoscope</p> <p><u>Physiological Psychology Lab</u> Enhanced the study of human physiology with software packages to interface components of existing equipment</p> <p><u>Joint Lab for Organizational Psych, Industrial Psych, and Testing/Measurement</u> Initiated acquisition of equipment to develop experiential learning of principles of measurement, job analysis, and training with computers, CD ROMs, scanner, organizational simulations, and physical performance testing</p>

