



*A History of Graduate Study in
Psychology at
BGSU*

Michael E. Doherty
Distinguished University Professor Emeritus
Psychology
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Psychology Department – The Beginnings

Psychology has been a significant presence at Bowling Green since its earliest days as the State Normal College at Bowling Green. The first commencement address at BGSU was given by the University of Chicago's Charles H. Judd, who took his doctorate with Wilhelm Wundt, a highly significant figure in the history of psychology. Wundt is universally regarded as the founder of the world's first psychological laboratory at Leipzig in 1879. Judd was an eminent psychologist in his own right. After founding a psychological laboratory at New York University in 1900, Judd accepted a position in Cincinnati, where he taught courses in both psychology and education, and established a psychology laboratory. Charles Judd went on to be a faculty member at Yale, the president of the American Psychological Association in 1909, and then, Dean of the Graduate School at the University of Chicago.

In 1923, Herbert Kimmel was the first person appointed at the State Normal College as a psychology faculty member. His original appointment was in 1918 as "Director of Training School, State Normal College at Bowling Green," before which he had been a professor of mathematics at Ottawa College in Kansas. He was succeeded in 1929 by Clyde Gleason, an Ohio State PhD, who was followed in turn by Leon Slater in 1932, who did his doctoral work at Michigan. In the 1944-45 university bulletin, there were no psychologists at all, after which Anthony C. Westerhof became the lone psychology faculty member for a couple of years. It was not until 1947 that more than one person is listed as a department faculty member, in which year fully five people are shown teaching psychology, including Tom Tuttle, a philosopher. In 1948-49, the number jumped to eight. This was, of course, in the aftermath of World War II, when vets were returning home and the GI Bill was changing the face of American education.

According to a brief historical overview, written apparently in 1966 by an unnamed individual, the department has been in existence as a separate department since 1947, before which time it was conjoined with Philosophy in the then newly formed College of Liberal Arts. Before that, psychology courses were taught in the College of Education. It is the 1948-49 BGSU university bulletin that first listed Psychology as a separate department,

at which time it became possible to elect an undergraduate major in psychology. The department began offering the M.A. degree in 1948, and 1949 saw the awarding of six such M. A. degrees. The first M. A. degree was earned by James Bond, an African-American who went on to obtain a PhD at NYU, become a member of the clinical area in the Psychology department, a vice president of the university and the president of California State University, Sacramento. Bowling Green's Doctoral program was approved in 1964, and in 1968 the department's first PhD was awarded to Richard Gottier, whose dissertation research was directed by J. P. Scott.

Reflections on the Earliest Days of the PhD Program

My first week in the department was a week-long faculty meeting in September of 1965. John Exner was chair, and the faculty at that time comprised J. P. Scott, Brian Sutton-Smith, Ben Rosenberg, Bob Guion, Jack Greene, Mike Merbaum, Pete Badia, Katsushige Kazaoka, Frank Arnold, Jim Wright. Also here were a temporary faculty member, Marcus Riske, from New Zealand, and two newly minted PhDs, Don Ragusa and myself. Frank Arnold and Jim Wright were primarily in the Counseling Center, but had tenure in the Psychology Department.

The PhD program had just been approved by the Ohio Board of Regents (OBOR), and even though the proposal was fairly detailed, there were a lot of specifics to be worked out. The proposal for the PhD program, reproduced in Appendix III, was submitted in 1964. It called for OBOR to approve a program for a doctoral degree in Psychology, stipulating that the program would constitute “three broad areas of specialization: clinical, general-theoretical-experimental, and industrial.” There was an emphasis in the proposal on the interconnectedness of the three areas, a theme propounded by Bob Guion for years to come, especially in his call for new faculty hires to be able to “bridge” areas.

That week-long faculty meeting still seems fresh in my mind. As time passed we were frequently taken aback at the differences between what various faculty recalled that we had agreed upon! What follows is my memory. The senior faculty were adamant that they wanted the program to be unique, unlike any other PhD program in the country. After days of discussion, the broad plan of implementation of the program was agreed upon by a majority of the faculty, and what was agreed upon was truly different from any PhD program of which I had much knowledge which was not many. A traditional Master's thesis and Doctoral dissertation were required, but the unique feature was the that in lieu of a traditional preliminary examination across broad areas of psychology, candidacy would be achieved by the successful completion of three review papers, ideally in three disparate areas, each one modelled on papers published in the *Psychological Review*. Reviews of the sort published in the *Psychological Bulletin* were described as not being acceptable. Each of the papers was to be of “publishable quality,” but did not have to be published or even submitted for publication. If I recall correctly, this fundamental aspect of the proposal was forcefully pushed by John Exner and Ben Rosenberg. Pete Badia and I were sceptical on

several grounds. Pete was dedicated to the importance of empirical research, and would have been OK had the papers could have involved empirical research. I did not like the abandonment of a preliminary exam because I thought that my week-long preliminary exam at UConn had really helped me integrate a lot of what I had learned in undergraduate and graduate school. Furthermore, the ideas that a student should have not only proposal and defense meetings for the M.A. thesis and dissertation, but three more proposal and defense meetings in between appeared unworkable to me, given the demand on faculty time. When I asked how many of the faculty in the room had published Psychological Review papers, the question was met with what I perceived as an embarrassed silence, and the meeting simply proceeded without comment. From the beginning, there was agitation to amend the proposal described. I do not believe anyone ever completed a PhD under the “paper system.” If anyone did, it would have been just one person, Dick Gottier, in 1968.

Over the years, the paper system metamorphosed slowly into what we now have, which is a traditional PhD program. The changes were gradual, with requirements cut back and the theoretical contributions, i. e., the prescribed theoretical “papers” of the paper system being replaced by empirical investigations and ultimately dropped.

The academic year 1966-67 saw a dramatic increase in the number of faculty in the department. Jack and Carol Vale came in January, and the practice of having an in-house expert in statistics was started. That was Carol Vale. Both she and Jack were behavior geneticists, but Carol was hired primarily for her statistical expertise. As soon as the Vales got here they regretted leaving California, and it was not too many years before they were headed back to the west coast. The hiring of Carol inaugurated the practice of having one faculty member whose job was devoted in part to providing statistical expertise to other faculty and to graduate students.

Pat Smith and Joe Cranny joined Bob Guion as industrial psychologists in the fall of 1966. Guion was already a nationally known industrial psychologist because of his text, *Personnel Selection*, and a tradition of strength in industrial psychology has marked the department ever since. It has broadened in scope over the years and is now industrial-organizational in nature. The first two BGSU doctorates in I-O psychology at BG were Shelly Zedeck and Frank Landy. They began their careers at U.C. Berkeley and Penn State, respectively, which was surely a testament to the reputations of their advisors, Pat Smith and Bob Guion.

In 1965 the “general-theoretical-experimental“ area included J. P. Scott, Max Freeburne, Jack Greene, Pete Badia, Don Ragusa and myself, with the Vales and Annette Ehrlich joining the department in 1966. There was also a more specific concentration in developmental psychology with the faculty of Brian Sutton-Smith and Ben Rosenberg. The developmental area saw the addition of Irwin Silverman in 1968.

The clinical area was in the hands of John Exner, Mike Merbaum and Katsushige Kazaoka, with some contribution from Ben Rosenberg and the two faculty members in the Counseling Center, Frank Arnold and Jim Wright. A significant factor in the growth and reputation of the clinical program was the infusion of a large number of multi-year NIH fellowships for clinical students.

Another avenue toward establishing a reputation as a vital department was provided by the availability of sufficient funds to attract highly qualified graduate students, and to operate a colloquium series that brought in fresh ideas as it spread the word about the quality of the department. The remaining paragraphs in this section describe the clinical program from a much closer perspective than I could possibly provide.

Remarks by Ken Shemberg

“When I (Ken Shemberg) joined the faculty in 1966 the clinical program was just getting off the ground. There was already an established terminal MA degree in clinical, but that was being phased out. The year 1966 saw the addition of Don Leventhal, Hal Johnson and Ken Shemberg to the clinical program. Jim Bond was now given a permanent, regular faculty position, and was appointed as the head of what was a small departmental training clinic. The following two years brought Stu Keeley and Don Kausch to the department and for many years this group formed a core of faculty dedicated strongly to clinical training, as well as to getting the reputation of the clinical program established by significant publications.

Don Leventhal became the joint director of clinical psychology along with John Exner, who had just left the chairmanship. John was on the road for much of the time working with the Peace Corps. So Don was doing the real work of the Director.

The departmental clinic was in its infancy, and was dedicated to serving the University population ONLY! This was a bone of contention between John Exner and myself. He insisted that the Clinic Charter forbade seeing people outside the University, and to me a training clinic had to be broadened. I tried to generate referrals from the

schools, and some other agencies. However, I was very inexperienced and therefore not at all successful.

When James Bond took a position in the University Administration the job of Clinic Director opened up. I suggested a friend from my graduate student days, Don Kausch, and he accepted the position. His appointment raised a minor firestorm as John Exner objected to a clinic having space in the new Psychology Building. It was his argument that the Charter forbade space being used for anything but research. He wanted Don's office to be in the Student Health Centre. We (the new clinical faculty) argued strongly against that and asked John to produce the "Charter." He was unable to do so. In the end the clinic did have space in the new building. From then on the clinical program developed into what I believed then, and believe now, was one of the better clinical PhD programs in the country. That sounds overdone and self serving. But that's how we felt about it, and the APA site visitors agreed.

Don developed relationships across the county, and we had an incredible range of persons coming for assessment and psychotherapy. In the meantime, the local medical community tried to sue us for "practicing medicine without a license." That went nowhere.

Shortly after Don's arrival he instituted the "vertical team" approach to clinical training. That is, for each of four days in the week a team of graduate students ranging from first to fourth year met in the clinic and did an assessment case. Students were enrolled in these teams for at least three years, sometimes four. Two fulltime clinical staff members supervised the teams. In addition all clinical faculty members voluntarily supervised three therapy cases independent of team assignments.

The commitment to practical clinical training was unique, and students went on their internships incredibly well prepared. Over the years the emphasis on this practicum training has significantly decreased, although we have vestiges of the teams, the time and effort once devoted to these activities has waned, with greater emphasis on research and publication."

The Department Culture Emerges and Evolves

The earliest decades of the program were marked by a sense that we were building something special, something that would be good and that would last. But the nature of things is that everything changes. I'll describe my memory of the culture that evolved and that persisted more or less for another twenty or thirty years as it slowly evolved, with much conscious effort on the part of all involved to influence the course of that evolution. My retrospective glasses may be tinted a shade of rose because my time in the department, from 1965 until the early 2000s, was remarkably fulfilling; I was at BGSU in the very best of times.

Relationships among Faculty. Right from the very earliest days of the program we were bent on taking whatever steps we could to preclude the sorts of destructive conflict that we knew characterized some other programs. One step was the mixing of faculty offices rather than having, for example, a "clinic floor." The other was deciding to have a common room, a decision that was proven wise over many years as large numbers of faculty would gather in it for coffee and spirited conversation.

Many illustrations of the general spirit of comity among faculty could be given, but I'll mention just a few. In the first several years of my time here in South Hall we all had master keys, which meant that each of our offices was accessible to all of us. I do not recall when that practice was changed, but the change was not due to any breach of trust. Collaborative research, of which there was a great deal, was fostered by the annual Salary, Promotions and Tenure (SPAT) committees, which generally ignored order of authorship, giving full credit to each author of a paper. The mixing of faculty offices was mirrored in the explicit policy of having faculty from different specialty areas on all graduate student research committees. A related point is that student committees could be chaired by faculty from other areas. My own history at BG bears witness to that; Of the 15 doctoral committees that I chaired, six were I-O, four Clinical, four Experimental and one Social. There are many other faculty who chaired committees outside their own areas.

Perhaps more interesting evidence of the positivity of faculty relations comes from the many department parties and from the roasts that were common in the early years. I believe that the first department roast was of the formidable John Schuck, who had been a pilot in WW II. John announced that he intended to retire at the end of the academic year, 1985-86. The date is particularly relevant, for in August of 1984, Lowell Schipper and Don

Leventhal died within 10 days of each other. The deaths of treasured friends and colleagues reminded us all of our own mortality, and I believe hastened John's decision to retire. The passing of Lowell and Don led to a deep sadness around the department for many, many months. At first John insisted that he wanted no part of a retirement party. He said something to the effect that many administrators whom he saw as more hurtful than helpful came as a perceived duty to faculty retirement affairs. Hence the affairs tended to be formal and dismal. I told John that he *was* going to have a retirement party, that in light of the recent past he owed it to the department, and that only those people he wanted to be invited would be invited. He reluctantly consented. Only faculty, faculty wives, grad students and their dates were invited. I have no idea who arranged a roast of John at the party, which was held in the party room at the Ice Arena, but that evening led to a rebirth of life in the department. The grad students had enormous respect for John, who taught graduate statistics and was generous with his time helping students outside of class.

Several of the grad students participated in the roasting as did faculty who uniformly liked and admired John. The roast was wonderful, warm and hilarious. I'll never forget how John's face and bald head turned a bright red when a grad student masterfully mimicked his characteristically halting lecture style. John laughed as heartily as everyone else.

That was the first of a number of roasts. I'll briefly mention two others. One memorable one was held the year of the 50th birthdays of no fewer than seven of the department faculty: Hal Johnson, Ken Shemberg, Bob Warehime, Joe Cranny, Irwin Silverman, Bob Conner and myself. Bill Balzer emceed the roast, and an uncomfortable memory lingers of the comments by Betsy Allgeier. She taught the human sexuality course in the department, and often made sexual references in conversation. In her roast, she made sex-related comments for each of us, many of which my wife and I thought crossed the line. Bill Balzer told me a few days later that he had nixed two earlier drafts of her comments that he had considered far more inappropriate. Jean Cranny had baked cakes for each of us, the cake in the shape of a theme relevant to the roastee. Mine was a bowling ball. The wives must have taken a mischievous glee in the venue of the roast - the *Senior Citizen Center*.

In 1987, a roast of Pat Smith was held on the occasion of a major conference on job satisfaction sponsored by the department in her honor. Many distinguished I-O psychologists from other universities were in attendance. I can only speculate about what

impressions of the department that they carried away with them after hearing Pat roasted by faculty and grad students alike. The formal part of the party for Pat, in which papers on job satisfaction were delivered, resulted in a book on the topic that was edited by Pat and Joe Cranny.

I cannot resist one other roast-related comment. Someone raised the possibility of a roast of J.P. Scott on Paul's retirement. I, and I assume others, demurred. Paul did not seem to me to have the characteristics that were amenable to good-natured roasting. He was a serious and wonderfully scholarly man, just not roastable. The reason I even raised the issue is to let me slip in something that I found very surprising about Paul, a little akin to the surprising fact that Max Freeburne had played in a jazz band. Those of you who knew Paul at all will recall that he was gentle and not a very big man physically. I don't think that many people in the department would have guessed that Paul was a lineman on the football team at the University of Wyoming.

I could go on giving instances of or evidence that the department was at that time what Bob Conner once said to me when he was department chair. One day I saw him in a familiar pose. He was standing in the second floor hall staring out at the parking lot, cup of coffee in one hand and cigarette in the other. I stopped to pass the time of day and found him in a pensive mood, as he said, "You know, this department is our extended family."

For years department doors were virtually always open. Our (Dot and my) two daughters told us that they were surprised when they went away to other departments for their own educations that faculty office doors were always closed. When they were small they felt welcome in the offices of many of the faculty, and they thought that all departments would be like that. Mentioning my children reminded me that I used to take them over to campus and point down into the big hole that was being dug for the foundation of the building, telling them that "that's where daddy's office will be."

Faculty – graduate student relationships. Good relations among faculty have led to good relations between faculty and graduate students. I believe that in very large part those relations between faculty and grad students have been cordial and productive, and in many cases very warm. There are a several factors that are, at least in my eyes, responsible. One was the availability of financial support to students across the board. Another was the provision of decent office space to all students. Yet another was the safety provided by the committee system and the tradition of proposal meetings. If a student successfully passed

his or her proposal and then did what the committee had approved, passing of the final defense meeting was (and, I believe, still is) virtually guaranteed.

It is my recollection that in the very first 1965 faculty meeting we discussed and rejected the idea of accepting more students than we thought would make it to the PhD. Some may argue that doing so would have been in many ways a rational strategy, especially given the decidedly imperfect selection devices we had (and still have) available, such as grades, GRE scores and letters of recommendation. Accepting lower scoring applicants may increase income to the university if lower scoring applicants do come and have to pay tuition. Many of us had heard of departments that would tell students that two thirds of them were expected to fail. Most if not all of us felt that we should accept only students that we thought likely to succeed, and that we should tell incoming students so in so many words. I think that the atmosphere of the department could well have developed into something extremely unpleasant had we followed such a triage-like policy!

We emphasized to students that we would not tolerate destructive competition among them. When Lowell Schipper passed away suddenly in 1984, his wife, Barbara, established a memorial in Lowell's name. Joe Cranny and I took it upon ourselves to purchase a plaque for the annual award, and recommended to the department that the criteria include not only good grades in the stat sequence, but also two other factors. Those two factors were anonymous nominations by classmates of those students of who they thought had made the atmosphere of the class better and of those students who had helped other students most outside of class. The award was not to be simply to the student with the highest grades. Those student nominations have indeed been taken seriously, as I served frequently on the committee that selected the awardee.

An ordinary example of the faculty student relationship is the relative informality of that relationship. Most, if not all, students refer to faculty by their first names. Early in the program, use of first names for faculty by grad student was typically deferred until the student had become a candidate by passing his or her prelims.

I cannot leave the topic of faculty-student relationships without talking about the special relationship between a doctoral student and his or her sponsor. Those relationships vary, of course, with the individuals involved and with the length of time the relationship existed. In my case, the durations varied from a few months (when the original sponsor passed away well into the dissertation research) to several years, from the student's first

day at BG to their graduation day, or even further back, with one student whose undergraduate thesis I had directed at another university.

Good examples of the nature of the relationships between faculty and grad students come from softball. For many years there was an annual softball game and picnic between a faculty team and a grad school team. These games/picnics began in the 1960s. We (the faculty who played) were much younger then, and we won every year, until one year in the 1970s saw serious errors by the grad admissions committee when they admitted some big athletic grad students who came in and routed the faculty. After that the teams tended to be better matched. From early on there were also teams in the local softball leagues, a men's team and a women's team. The men's team, Sigmund's, wore highly politically incorrect shirts with an ambiguous figure on the shirtfront. Looking at the figure one way it represented a side view of Freud's face. I will leave the other view to the imagination of the reader, but the text on the shirt was "What is on a Man's Mind." The team was composed primarily of faculty members and grad students and the captain/coach in any given year might come from either group. Games were usually followed by post-game critiques at a local watering hole, often with members of the opposing team such as the "real Dr.s", a team of local physicians, dentists and hospital personnel. At a time when black faces were rarely seen in Bowling Green, the department team had a young African-American player, Curtis Brant. When the players on an opposing team started making racial slurs to Curtis, Sigmund's as a team threatened to walk off the field, relenting only when the other team's players apologized and promised to halt the offensive comments. A proud moment in the history of Sigmund's and the department.

A department colleague expanded on several of the themes just presented, and at the cost of some redundancy, I'll include his words here:

It is interesting to reflect on how much the culture has changed, even since the time that I've been here. As you suggested, some of it was inevitable. The field has become so specialized, and the dept culture mirrors the increasing Balkanization to the point where conversations about psychology in a faculty lounge don't happen because there's less of a common language these days. In addition, the second 25 years has seen the university embrace the ethos of a research institution, and faculty feel that they don't have the time to relax in a faculty lounge, or even leave their office doors open to encourage a chance visitor.

Another outside influence that has altered the culture of the department is the cost of, and interest in, maintaining recreational softball leagues during the summer. There were at various times the men's team consisting of faculty, staff, grad students, and the occasional faculty kid (Sigmunds), a men's faculty team

(composed of faculty from psych, political science, biology) that retained the Sigmunds name, a men's student team, a women's team, and even a co-ed team. It was never so much about winning - which we often failed to do - as it was about working together towards a common goal and enjoying each others' company after the games. It always surprised me at first that people actually came to watch the games. Granted, there's not a lot to do in Bowling Green most summer weeknights, but there was something about the department that fostered an unspoken sense of community that welcomed all. The fields at Carter Park go largely unused these days, as the city can no longer afford to support summer rec softball. I think that part of the spirit of the department was lost with those budget cuts.

My colleague's comment above, to the effect that the university had embraced the ethos of a research institution led to a bit of reflection on my part. As I lament the loss of many attributes of the old days, I must acknowledge the remarkable successes of the new, as evidenced especially by the number of books published by the faculty. The list, shown below, is impressive.

I (Mike Doherty) had the privilege of coaching the department women's team for many years. Interesting memories of those years include the sheer fun of coaching and of getting to know the students in a very different environment from that in the classroom. The variety of prior softball experience was remarkable. One student, when asked to play second base, went out and stood on second base. Another had played varsity softball for Miami of Ohio. Infield arms varied from cannons to rainmakers. Again, it was fun.

An extraordinary, if not unique, case of sponsor-candidate relation is the very close relationship between Pete Badia and his many students. Pete and Rita welcomed Pete's many grad students into their home and I think treated the students virtually as family. Late in Pete's career, his PhDs, who were scattered around the country, chipped in and bought Pete and Rita a trip to Europe! For many years I eagerly anticipated the chance to roast Pete, who in my earliest years provided a model for me of how to succeed in the department. I actually kept notes for what I might say were the opportunity ever to present itself, which it never did. Pete and Rita had a beloved dog named Orteip, which was, of course, Pietro spelled backwards. (Badias had a family game of pronouncing things backwards at mealtimes with their growing daughters.) I was hoping to be able to introduce Pete as having come from such a large Italian Catholic family that his parents had run out of boys' names. Of course, I'd explain, they simply named him after their own beloved

dog, Orteip, but spelled it backwards as Pietro. Another plan was to go on and on about the enormous amount of time and effort that Pete spent in his lab on the first floor of South Hall trying to demonstrate the operant conditioning of plants, specifically Mimosa Piduca plants. I relished the prospect of exaggerating wildly about those efforts. Alas, the chance for me to roast Pete was never to be.

Relationships among grad students. I cannot say much about the relations among students, given my perspective as a faculty member. I do know that there is a history of grad student parties, and that the students have always seemed to be getting along extremely well when I've seen groups of them around the building. That's also been the case when I've attended department functions that were attended by grad students, such as the roasts and the fall mixers. Perhaps the most telling indication that graduate student interactions tend to be very positive is the practice that started many years ago of the students' decorating the doors of students who were in proposal or defense meetings with congratulatory posters.

Finally, my memory of student interactions in the graduate level classes that I had the privilege of teaching is that they enjoyed each other and had fun together. That was especially true in the small class in nonparametric statistics that I taught for a couple of summers, a class that was structured to maximize interaction among the students. In that class I reviewed parametric statistics for the first week, after which pairs of students were assigned to teach individual tests, using handouts with hypothetical data. The first summer, the students reveled in trying to outdo each other in the interestingness of the hypothetical examples, but even more so in the flashiness of the handouts, winding up with multicolor day-glo paper on the final week. In another year every student illustrated the data analysis of assigned nonparametric technique by describing some strange piece of hypothetical research that had been performed by the supposedly mysterious Dr. Hydreto. After the course was done, one student asked me if I realized where they had gotten the name "Hydreto." He was taken aback when I told him that I realized it was an anagram of my name the moment I saw it.

As one might expect given groups of healthy and intelligent young people with many common interests, romances developed and there were a number of marriages among the students. One stands out as having had a truly unique aspect. Two of our doctoral students were Joseph Fakhouri and Anita D'Amore. Joseph and Anita obtained their

doctorates in 1986. A search for those names in the list of PhDs below would be futile. It was a time at which there was an increasing tendency for women to keep their own names when they married, but Joseph and Anita decided on what I believe to be a unique strategy for dealing with the issue, trying out partial permutations of their family names until they came upon one that they each took as their own, *Kamouri*.

Relationships between faculty and staff. Again I cannot say too much, as those relationships depend so heavily upon the individuals involved. I must of necessity rely mainly on what I have seen through the lens of my own interaction over the decades. To a lesser extent I can rely on observations I have made of other faculty members' interactions with the staff who were doing much of the necessary work in the department. Before we had personal computers with word processing available, the department had one secretary who was designated the manuscript typist. Papers, books, grant proposals were hand written on yellow pads and turned in to her to be typed. I do not know how many times I handed the manuscript typist a sheaf of papers that had crossouts, insertions and pieces of pages that had been cut out and stapled to another page. The process sounds really klunky, but it worked, and the typing and retyping were done in a spirit of good cheer.

The office evolved with the rest of the department, and the office staff became larger and more diversified in their responsibilities. One person was in charge of financial records. Another handled the paperwork dealing with graduate students and another with undergraduate students. Still another was the secretary to the chair of the department, now called the office manager. The person in that job was almost always a highly responsible individual, and to me was the go-to person if I needed to get something done across campus. She (it has always, to date, been a woman) always knew the secretary wherever I needed a contact, and it became clear that the way to get things done on campus was most often through the secretaries. Faculty relationships with the secretaries have been, with very few exceptions over the years, more than just cordial. I believe that the relationships among the secretaries, again with very few exceptions, have been and are more than just cordial.

The department has an expectation that many faculty and graduate students will do laboratory research. In light of that expectation, the department must have one or more people with the technical know-how necessary to build and maintain research equipment. Hence, other key staff persons have been the technicians who in the early days built apparatus with wood, wire and electronic components. Labs were stocked with timers,

toggle switches and noisy mechanical relays. The Psychology Building was actually designed with a shop for woodworking and other equipment for fabricating needed research apparatus in the basement. By the time the building was complete, psychological research was rapidly becoming based largely on computer technology, and Andy Wickiser replaced the retiring generation of technicians, people such as Chuck Lundy, Cal Ribble and Rodger Cochrane. It seems to me that Andy could do just about anything that needed to be done with computer technology, and did so cheerfully. That key role is no longer filled within the department. As I write this, I believe that the social relationships between faculty and among staff themselves are excellent. The threat of more cuts with still less support seems to me to dampen spirits across the board.

Admission of Gilt? If I have presented too pollyannish a view of the department culture, it is not because I have attempted to gild the lily. It is because my decades here have been so rewarding. There have been problems. One was the split between the department and the Counseling Center, which had once been part of the department with the two entities sharing joint appointments. There were, of course, those unpleasant but fortunately rare times when a grad student, faculty member or staff member had to be let go. There were, to the best of my memory, there were very few occasions on which the graduate committee was faced with dealing with serious charges of ethical violations.

I cannot describe the present ethos of the department. I have been out of it too long. But it has changed. It had to. There was in the early years the sense of excitement that comes with creating something new. That sense of creating something new was part of what had made the department so cohesive. New faculty in abundance have come in, with different experiences, different values and different goals. Part of the reason that the department was such a good place was that we were in an era of growth and great state support. The department grew from a dozen or so in 1965 to three times as many in the mid 1970s. I believe that the number is now in the low 20s, as state support has declined dramatically. What was in the mid 1960s great trust in the university administration has been eroded to the point that faculty members are now represented by a union.

The one big negative. When one stays attached to an institution for five decades, one sees trusted colleagues and dear friends pass away. Many of the names I have mentioned above are no longer with us. For example, it was mentioned above that the passing of Lowell Schipper and Don Leventhal had cast a pall over the department. Those

of us who have been here for many years have been to the too many memorial services that have punctuated the years. I cherish memories of so many friends and colleagues.

Significant External Recognitions of the Doctoral Program

The history of the doctoral program can be summarized by highlighting key years, each of which is marked by an event that entailed intensive self-assessment, rigorous external review (several accompanied by site visitations) and significant external recognition.

1965 - OBOR Authorizes the Granting of the Ph.D.

As noted above, the Ohio Board of Regents authorized the department to grant the PhD in Psychology in the summer of 1965. (See Appendix 1 for the proposal that was submitted to OBOR in 1964.) In the intervening decades, the department has granted almost 750 doctoral degrees and maintains a distinctive character marked by an uncommon spirit of cooperation. From its inception, the doctoral program has maintained a healthy balance between basic and applied aspirations and activities. The clinical and industrial-organizational (I-O) programs are applied by their very nature, but even in these programs there has been a continuing interest in basic research. For example, in 1965, the year of the inception of the program, Robert Guion published the widely cited book, *Personnel Testing*, which many regard as a foundational book in the field of I-O psychology. The department chair that year was a clinical psychologist, John Exner, who was working on the development of the Exner system of scoring the Rorschach test, a scoring system that has become a world standard. Even as the applied areas of clinical and I-O psychology had one focus on basic work aimed at scholars and professionals in their disciplines, both of these areas in the department developed significant outreach programs that served the region, the state and the nation.

Bowling Green's doctoral program has also seen, from the outset in 1965, intense activity in "pure" research, the purpose of which is the generation of new knowledge that might or might not have an identifiable payoff in the short run, but which may have profound payoffs in the long run. Perhaps the best 1965 representation of this is the work of John Paul Scott, who joined the department in that year and was subsequently named the first Regents Professor of the State of Ohio. Professor Scott published extensively on the nature of aggression, and was co-founder of the International Society for the Study of Aggression.

1969 – The Construcion and Dedication of the Psychology Building

Not long after the Ohio Board of Regents approved the institution of a PhD program in Psychology at BGSU, then President Jerome authorized the construction of a new building to house the Psychology Department. Prior to the completion of the

Psychology building, the department had shared South Hall with the Speech Department, with animal laboratories in the basement of the old football stadium, since razed, and a separate building off campus that held Paul Scott's dog labs.

President Jerome understood that departments had individualized needs, and he turned the original planning of the building completely over to the department faculty, within, of course, budget constraints. Making the plans realistic and adherent to legal requirements was to the architects. The facility was constructed with state of Ohio funds and furnished in large part with funds from a National Science Foundation Department Development Grant, a program aimed at supporting emerging departments that showed promise of achieving distinction. I believe that we have more than fulfilled that promise. Graduates of our PhD program in clinical are providing psychological services throughout the country. Our Industrial-Organizational Psychology program has consistently been ranked one of the three most outstanding I-O programs in the United States, and its graduates have been markedly successful in many academic and work domains. Our experimental graduates are teaching and pursuing research in excellent universities, as well as in research positions in industry and government.

We began by obtaining the plans for psychology buildings recently completed at the time around the country. We obtained several sets of plans, and settled on the psychology building that had just been constructed at Madison for the University of Wisconsin as a model. We engaged a distinguished experimental psychologist, Robert Calfee, from UW to visit BGSU and provide us expert advice on the planning of our building.

The chair of the department, John Exner, assigned individual faculty to draw preliminary floor plans and to describe the technical requirements associated with teaching and research needs, as well as the unique requirements associated with the practice of clinical psychology. As I recall, J. P. Scott, who was the first Regents Professor in the state of Ohio, drew the plans for the fifth floor, which was the animal research floor. Pete Badia drew the plans for the fourth floor, the laboratories of which were dedicated to research with humans. The third floor, planned by John Exner and Ben Rosenberg, had a clinic wing, faculty offices and a common room. Incidentally, some department member wandered into a large room during the last stages of construction in the clinical area and discovered carpenters in the process of building a stage, complete with stage lighting. It

transpired that Ben Rosenberg had managed somehow to slip a pet project into the plans – a psychodrama room! Shortly thereafter, the carpenters were tearing the stage down!

Max Freeburne was responsible for planning the second floor, which included rooms for the secretarial staff, the department chair's office and other faculty and graduate student offices. Don Ragusa and I were assigned the first floor. It had primarily classrooms, undergraduate laboratories and graduate student offices.

There are special needs associated with the doctoral program in clinical psychology. From the very beginning the Psychological Services Center, or PSC, was an integral part of the clinical PhD program. The clinical program has some unique physical requirements that are necessary in order to fulfill training needs, both from a pedagogical perspective and from an ethical/professional point of view. These include the availability of a number of treatment and assessment rooms, some of which are two-way observation rooms that are equipped to allow digital recording and simultaneous transmission of psychotherapy and assessment activities.

In designing the building, we took the findings of action-oriented research in social psychology to heart. At that time many faculty members were aware of departments that were unable to function optimally because of bitter internecine strife, especially of the sort that occurs between diverse specialties housed in an umbrella department. Hence, 1969 planning decisions have helped us develop and maintain an integrated and unusually cooperative and harmonious department. A common room on the third floor was part of the plans from the beginning, as was the decision to assign faculty offices so that clinical, I - O, and Experimental faculty were all mixed together on the two office floors. The fruits of that decision made fifty years ago can be seen most clearly in the publications that have resulted from the collaborative efforts of faculty across specialties.

On entering the first floor of the building as it was when it was completed and dedicated, one was greeted by a wall of 3-dimensional abstract art! It was very lightly stained wood with beautiful grain showing. The artist in-residence, Donald Drumm, had constructed this 3-D mural, which appeared to me to be completely non-representational, as does his 10-story mural on the Jerome library, but it was rumoured that his inspiration for the work was the Rorschach test. The mural was disassembled at the time of the renovation of the building. Professor George A. Miller, of Harvard University, delivered the address at the dedication of the building. He subsequently delivered that address, *Giving Psychology Away*, again as his presidential address when he assumed the

presidency of the American Psychological Association. A memorable moment occurred, when J. P. Scott, in his introduction of George Miller, alluded to the 3-D mural with the words, "Well, I guess a little art never hurt anybody."

Subsequent to the dedication of the building, a series of three symposia was held in scholarly domains in which the department was showing promise. Three prominent psychologists participated in each of the three symposia, the first of which I organized and was on judgment and decision making. The presentations were Lewis Goldberg's "Application of decision theory to clinical psychology," Ward Edwards' "Application of decision theory to the scientific enterprise," and James Naylor's "Applications of decision theory to industrial psychology." There were two later symposia in the series, one of which was "The control of behavior" arranged by J. P. Scott. One of the speakers in "The control of behavior" symposium was Seymour Levine. The third symposium was devoted to I-O psychology. Speakers included Michael Beer and Marvin Dunnette, whose presentation was titled "Just Technicians? No! Clever Technicians? Yes!" These symposia attracted scholars of international prominence; all three domains have flourished and remain areas of vigorous investigation in the department.

1970 - Accreditation of the Clinical Psychology Program by the American Psychological Association

APA accreditation is the hallmark of professionalism in the area of clinical psychology. The stamp of approval by APA is a *sine qua non* for any clinical program whose graduates are to be eligible for most of the internships that are requisite to completion of the PhD, and whose graduates are to be employable at the highest levels in the field. Accreditation is granted only after rigorous scrutiny of the program, including the review of extensive documentation, and after a site visitation by a team of senior clinicians appointed by the APA. The 1970 accreditation was granted upon the first application, and the program has been continuously accredited ever since, undergoing the same rigorous scrutiny every five years.

1984 - OBOR's Program Excellence Award for the Undergraduate Program

The department has taken great pride in its undergraduate program. Introductory psychology courses were typically taught by faculty, including senior faculty. Graduate students with at least one year of graduate school in addition to their undergraduate major are assigned to cover weekly discussion sections in the introductory course. We have tried

to keep our advanced undergraduate courses small, with all majors taking four courses that have laboratory components. Courses such as our Quantitative Methods in Psychology, which communicates the basic principles of measurement and statistics, are limited to 24 students in a section. In addition to courses for majors, the department offers many service courses, such as the Psychology of Child Development and Abnormal Psychology. A department policy at the time was that all regular faculty teach at least one undergraduate course each year. These characteristics of the program were stressed in the successful application to the National Science Foundation in the proposal largely written by Russ Veitch.

A sign of the interrelation of the doctoral and undergraduate program is the participation of undergraduates over the years in the many research groups that are characteristic of a research-oriented program. The most important interrelationship, though, is the role that our graduate students play in the undergraduate program. They served as teaching assistants in many undergraduate courses, and some advanced graduate students are allowed to teach their own undergraduate courses. At that time, grad students could teach only after completing a course in the Teaching of Psychology. I must note here that I'm talking about departmental policies when I was active, and I have been retired almost two decades.

1986 - OBOR's Academic Challenge Award for the Program in Clinical Psychology

The clinical program has merited an excellent reputation for producing graduates who are not only well educated in clinical research, but also well trained as clinical practitioners. A PhD in clinical psychology requires a year's internship in some facility outside the department of psychology, such as a medical center or a V.A. psychiatric facility. The success of our advanced clinical students in obtaining excellent internship placements around the country is evidence of the quality of our clinical training program. Less formal but in some ways more satisfying evidence included the repeated reports of interns returning to the department who express great satisfaction at the preparation they had received at Bowling Green, in comparison with that which they had observed in some of their fellow interns.

The clinical program has an explicit dual focus, epitomized by the Boulder model of the "scientist-practitioner." Clinical students were involved in clinical activities in the department's Psychological Services Center under the guidance of the clinical faculty, all of whom were licensed in the state of Ohio. Under the guidance of Don Kausch, the Psychological Services Center provided important services to the larger community, not only to individuals but also organizations such as law enforcement agencies and the courts.

Many advanced doctoral students were engaged in clinical activities in a variety of regional placements, in activities that advanced their own education as well as provide otherwise unavailable services. The funding for these “placements” came from the community agencies themselves. This experience has served them well on their subsequent clinical internships and professional careers.

**1988 - OBOR’s Academic Challenge Award
for the Program in Industrial – Organizational Psychology**

It was with great satisfaction that the other applied area in the department was also recognized in the highly competitive OBOR process. Like the clinical program, the I–O program is characterized by a dual scientist – practitioner orientation. The successful proposal the Academic Challenge Award for the I-O program required, as had the proposal for the clinical program award, extensive self study and self assessment not just by the I–O faculty, but also by the entire department. The activities of its graduates mirror the dual nature of the program, as many have joined faculties of prestigious universities, others have held responsible positions in government and industry and still others have worked for or formed their own consulting corporations.

1990 - OBOR’s Ohio’s Eminent Scholar Award

Again, the entire department was involved in a decision that might have been highly disruptive under less harmonious conditions. Given that the decision had been made to develop an Eminent Scholar proposal, the decision had to be made as to what specialty would be the focus of that proposal. When the decision was made to go with I–O, the committee to draft the proposal, oversee the search and ultimately select the eminent scholar included faculty from other areas in the department, a practice that had served the department well in the past.

The multiple OBOR awards and the self-conscious effort on the part of the department to prevent subspecialty boundaries within the department from becoming impermeable had the synergistic effects to which OBOR had aspired in the overall Academic Excellence program. The arrival of the Ohio Eminent Scholar in 1991, in the person of Dr. Hakel, enhanced the national stature of the I-O program, the department and the university. When Milt Hakel retired, Scott Highhouse had achieved such international prominence that he succeeded Milt in 2009 as the department’s eminent scholar.

1995 - OBOR’s Review of Doctoral Programs

In 1995 OBOR was charged with reviewing Ohio’s graduate programs with particular attention paid to unnecessary duplication. On October 3rd of that year, OBOR’s

Psychology External Review Panel issued its final report. It said: *In sum, the Department has an excellent graduate program. It is focused on specialty areas consistent with the mission of the University. The graduate program shows no substantial weaknesses; it has many strengths. It is well positioned to provide continued excellence in graduate education both regionally and nationally.*

2000 – The Department Moves back into a Renovated Psychology Building

In the late 1990s, it was decided that the exposed sprayed-on asbestos that hugged the ceilings of various places of the Psychology Building had to be removed. With that decision came the relocation of the department into Conklin Hall, at that time a men's residence hall that was no longer in use. After a two-year hiatus in Conklin Hall, the department moved back into the Psychology Building, which had been extensively renovated, primarily under the direction of Russ Veitch. Russ had worked extensively on the desired changes, and functioned as the intermediary between the department, the university administrators responsible for such changes, and the architects.

Chronology of Significant Accomplishments

- 1910 Charter of Institution of Higher Learning at Bowling Green
- 1915 Charles H. Judd, Professor of Psychology of Education, University of Chicago, delivers commencement address to first graduating class at Bowling Green. Judd was a student of Wundt. His talk was entitled "Cultivation of Initiative in Students."
- 1920 James R. Overman publishes books on transfer of training in elementary school subjects and again in 1923 & 1930.
- 1929 Department of Psychology and Philosophy is formed (previously, courses were in Education Department). Students could major in Psychology and Philosophy, but not in just one (until 1947).
- 1947 Psychology Department is formed.
- 1947 Psi Chi (National Honorary) chapter awarded.
1948. M. A. program initiated.
- 1952 Freeburne and Guion – First papers on undergraduate instruction are published.
- 1955 First undergraduate research conference hosted by the Department of Psychology.
- 1965 Ph.D. program authorized.
- 1965 Undergraduate NSF Equipment grant.
- 1968 The first PhD degree is awarded. The recipient was Richard F. Gottier.
- 1969 Department occupies Psychology Building. Speaker at the dedication was George Miller.
- 1969 The Psychological Services Center opens to serve mental health needs of northwest Ohio.
- 1969 NSF awards the Department Development Grant.
- 1970 NSF Undergraduate Research Participation (URP) Award.
1970. The clinical program receives original accreditation from APA
- 1975 Award of Sigma Xi chapter at BGSU.
- 1977 Undergraduate research conference reinstated.

- 1978 NSF Undergraduate Research Participation (URP) Award.
- 1981 NSF Undergraduate Research Participation (URP) Award. (Program discontinued by NSF after 1981).
- 1981 NSF funded High School Psychology teacher workshop.
- 1984 OBOR grants the department a Program Excellence Award for the undergraduate program.
- 1986 OBOR grants the department an Academic Challenge Award for the clinical program.
- 1987 A conference in honor of Pat Smith, Job Satisfaction: Advances in Research and Practice, was sponsored by the department.
- 1998 The department is moved into Conklin Hall while the Psychology Building undergoes renovation.
- 2000 After a two-year hiatus in Conklin Hall, the department moved back into the Psychology Building, as noted above.
- 2003 The 500th PhD degree in Psychology was awarded

Some of the above was taken from an anonymous, undated document, probably produced in 1982 in conjunction with a 1982 departmental self-evaluation for a North Central Association accreditation.

Significant Faculty Awards

- 1965 Robert Guion received James McKeen Cattell award for excellence in research design.
- 1966 J. P. Scott named Regents and University Professor.
- 1980 Terry Pettijohn (BG PhD, teaching at Ohio State University's Marion campus) received Outstanding Teacher Award from APA.
- 1981 Robert Guion again received James McKeen Cattell award for excellence in research design.
- 1982 Robert Guion named as the university's 7th Distinguished University Professor.
- 1982 Pete Badia named as the university's 9th Distinguished University Professor.
- 1986 Pat Smith received the Distinguished Scientific Contribution Award from SIOP, Div. 14 of the APA.
- 1987 Ken Pargament received the William James Award for excellence in research.
- 1988 Jaak Panksepp named a Distinguished Research Professor.
OBOR grants the department an Academic Challenge Award for the I-O program.
- 1990 Stu Keeley named Distinguished Teaching Professor.
- 1990 OBOR awards the university an Ohio Eminent Scholar endowment in Industrial and Organizational Psychology. Milt Hakel was recruited to the newly created position in 1991.
- 1982 Michael Doherty named as the university's 12th Distinguished University Professor.
- 2000 Ken Pargament received the Virginia Staudt Sexton Mentoring Award in 2000 from Division 36 (Psychology of Religion) of APA.
- 2008 Vern Bingman named a Distinguished Research Professor.
- 2009 Robert Guion named a scientific honoree by the Foundation for the Advancement of the Behavioral and Brain sciences.
- 2009 The Ohio Eminent Scholar endowment in Industrial and Organizational Psychology was awarded to Scott Highhouse.
- 2011 Marie Tisak was named Toledo City Paper-Best Teacher Professor of the Year.
- 2018 Vern Bingman was named the Helen C. Seitz University Professor.

**Books Authored by Psychology Faculty
(Incomplete)**

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- Badia, P. B., Haber, A., & Runyon, R. P. (1970). *Research problems in psychology*. Reading, MA: Addison-Wesley.
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- Guion, R. M. (2011). *Assessment, measurement and prediction for personnel decisions*. New York: Routledge.
- Guion, R. M., & Highhouse, S. (2006). *Essentials of personnel assessment and selection*. Mahwah, NJ: Erlbaum.
- Haber, Runyon, Badia (Eds.). (1970). *Basic Statistical Readings*. Addison Wesley Publishing Co.
- Hakel, M. D. (1982). *Making it happen: Designing research with implementation in mind*. Beverly Hills, CA: Sage.
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- Halpern, D. F., & Hakel, M. D. (eds.) (2002) *Applying the science of learning to university teaching and beyond*. San Francisco : Jossey-Bass.
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Psychology Department Chairs – 1948 to the present

1948 – 1959	John Wenrick
1960 – 1963	Max Freeburne
1963 – 1966	John E. Exner
1966 – 1971	Robert M. Guion
1971 – 1975	Hal Johnson
1975 – 1984	Don DeRosa
1984 – 1988	Robert M. Conner
1988 – 1993	Joe Cranny
1993 – 1996	Bill Balzer
1996 – 1997	Eric Dubow (Acting Chair)
1997 – 1999	Bill Balzer
1999 - 2008	Dale Klopfer
2008 -	Mike Zickar

Faculty Members

The following list is a reasonably list of faculty who have had appointments in the department. I used either one of two criteria for inclusion thereon: 1. The person's name appeared in the faculty list in the college/university catalog, or 2. I knew from my own knowledge that the person was a faculty member, a post-doc or visiting faculty in the department.

Names of first appointment from before 1965 are from the college/university Catalog. Later ones are from my own knowledge or from departmental records. The dates of retirement or resignation, especially early ones, are prone to error, but they should still give a reader a proper sense of when people were in the department. The Minutes of the Board of Trustees mention many more instructors or assistant professors than are listed here, but as they were appointed only on a term basis and were in the department only a single semester or one academic year, they were not included. A number of the very early people named also fit that mold, but as they met the criterion of having been mentioned in the Catalog and I knew nothing more about them, they remained on the list.

<u>Name</u>	<u>Dates</u>	<u>Area</u>	<u>Highest Degree</u>	<u>From</u>
Allgeier, Elizabeth	1980-2004	Social	PhD	Purdue
Alvares, Kenneth	1971-1986	I-O	PhD	Illinois
Anderson, Silas	1953-1953	General	M.S.	St. Bonaventure
Anderson, Richard	1991 ----	Cognitive	PhD	Penn State
Andrews, Ira Robert	1968-1969	I-O	PhD	California
Arnold, Frank	1948-1978	Counseling	PhD	Syracuse
Badia, Pietro	1963-1997	Experimental	PhD	Adelphi
Baker, Bela	1968-1969	Clinical	PhD	California
Ball, Mary Kay	1967-1968	Counseling	M.S.	Ohio U.
Balzer, William	1983 ----	I-O	PhD	NYU
Barratt, Clare	2014 ----	I-O	PhD	Texas A & M

Bingman, Verner	1989 -----	Neuroscience	PhD	SUNY Albany
Blanco, Ralph	1951-1952	General	M.A.	BGSU
Bond, James	1966-1972	Clinical	PhD	NYU
Carek, Roman	1968-1998	Counseling	PhD	Iowa
Carels, Robert	1999-2014	Clinical	PhD	North Carolina
Carr, Jennifer (Gillespie)	2003-2008	I-O	PhD	Michigan State
Cavanaugh, John	1980-1992	Developmental	PhD	Notre Dame
Chen, Yiwei	1998 -----	Developmental	PhD	Georgia Tech.
Conner, Robert	1971-2000	Neuroscience	PhD	Portland
Corwin, Betty	1950-1955	General	PhD	Ohio State
Crager, Richard	1955-1960	General	PhD	U of Washington
Cranny, Charles	1966-2000	I-O	PhD	Iowa State
Cromwell, H. Casey	2002 -----	Neuroscience	PhD	Michigan
DeHaas, Patricia	1981-1985	Clinical	PhD	Indiana
Dilley, Laura	2005-2009	Experimental	PhD	MIT/Harvard
DeRosa, Donald V.	1968-1984	Cognitive	PhD	Kent State
Doherty, Michael E.	1965-1998	Cognitive	PhD	Connecticut
Dubow, Eric	1985 -----	Clinical	PhD	Illinois-Chicago
Dunn, Nancy Jo	1985-1992	Clinical	PhD	Pittsburgh
Dura, Jason	1989-1993	Clinical	PhD	Ohio State
Dworsky, Dryw	2006 -----	Clinical	OhD	BGSU
Elias, Cherin	1977-1978	Developmental	PhD	Pittsburgh
Emme, Earle, E.	1946-1948	General	PhD	Chicago
Ehrlich, Annette	1966-1969	Experimental	PhD	McGill
Eicker, William	1953-1955	General	M.A.	Ohio State
Exner, John	1962-1969	Clinical	PhD	Cornell
Fantana, Antoniu	2011-2013	Neuroscience	PhD	Harvard
Fitzwater, Mylen	1948-1964	General	M.A.	Ohio State

Fjeld, Stanton	1961-1962	General	PhD	Missouri
Flanders, James	1970-1972	Social	PhD	Vanderbilt
Fox, Lawrence	1954-1955	General	M.A.	Ohio U.
Freeburne, Cecil Max	1948-1973	Cognitive	PhD	Iowa
Fritz, Charlotte	2005-2009	I-O	PhD	Braunschweig
Garrett-Ruffin, Sherona	2004 -----	Social	PhD	Kent State
Ginorio, Angela	1978-1980	Social	PhD	Fordham
Gleason, Clyde	1929-1932	General	PhD	Ohio State
Goldstein, Harold	1992-1995	I-O	PhD	Maryland
Gordon, Anne	2000 -----	Social	PhD	Miami of Ohio
Graham, Marion	1947-1948	General	M.A.	Ohio State
Green, Phillip	1969-1972	Experimental	PhD	Wisconsin
Greene, John T.	1955-1990	Cognitive	PhD	Illinois
Gregg, Fred	1947-1948	General	PhD	Nebraska
Guinan, James	1966-1969	Counseling	PhD	Michigan State
Guion, Robert	1952-1985	I-O	PhD	Purdue
Haas, Kurt	1958-1962	General	PhD	Penn State
Hackbarth, Earl	1947-1952	General	M.S.	Purdue
Hahn, June	1980-1984	Quantitative	PhD	Ohio State
Hakel, Milton	1991-2009	I-O	PhD	Minnesota
Hare, Mary	1998 -----	Cognitive	PhD	UC San Diego
Hastings, Jim	1971-1975	Clinical	PhD	Wisconsin
Highhouse, Scott	1997 -----	I-O	PhD	Missouri-St. Louis
Hoemann, Harry	1969-1997	Developmental	PhD	Catholic U.
Hyde, Janet S.	1972-1979	Quantitative	PhD	UC Berkeley
Jex, Steve	2002-2017	I-O	PhD	South Florida
Johnson, Harold	1966-1992	Clinical	PhD	Illinois
Jones, Arthur	1977-1978	Clinical	PhD	Iowa

Jones, Ken	1987-1991	Clinical	PhD	Southern Missouri
Kaiser, Richard	1949-1951	General	M.A.	BGSU
Kausch, Donald	1968-1992	Clinical	PhD	Nebraska
Kazaoka, Katsushige	1964-1968	Clinical	M.A.	DePauw
Keeley, Stuart	1967-2003	Clinical	PhD	Illinois
Kimmel, Herbert	1923-1926	General	PhM	Chicago
Kirschner, Neil	1973-1977	Clinical	PhD	Southern Illinois
Klopfer, Dale	1986 -----	Cognitive	PhD	Columbia
Koenigsberg, Lewis	1963-1965	General	PhD	Syracuse
Kumler, Marvin	1968-1998	Clinical	PhD	Kent State
Lawrence, Joan	2000-2005	Clinical	PhD	Manitoba
Leonard, S. David	1963-1964	General	PhD	Iowa
Leventhal, Donald	1966-1984	Clinical	PhD	Houston
Mahoney, Annette	1994 -----	Clinical	PhD	Houston
Markman, Howard	1977-1980	Clinical	PhD	Indiana
Mathias, Wilber	1946-1951	General	M.A.	Pittsburgh
Matthews, Russell	2012-2017	I-0	PhD	Connecticut
McAbee, Samuel	2017-	I-0	PhD	Rice
McAuley, John D.	1999-2009	Experimental	PhD	Indiana
McCarter, Andrea	1978-1980	Developmental	PhD	Georgia
Mccraven, Vivian	1948-1950	General	M.A.	Washington U.
McFall, Kenneth	1943-1972	Counseling	PhD	Western Reserve
McKeever, Walter	1971-1986	Clinical	PhD	Rochester
McLennand, Wiliam	1948-1953	General	M.A.	Toledo
Merbaum, Michael	1964-1966	Clinical	PhD	North Carolina
Miller, William	1963-1966	Counseling	PhD	Ohio State
Morgan, Elmer	1956-1957	General	M.A.	Kent State
Morrow, Mary	1954-1955	General	PhD	Washington U.
Musher-Eizenman, Dara	1998 -----	Developmental	PhD	Virginia

Mynatt, Clifford R.	1972-1998	Social	PhD	Indiana
Nagy, Z. Michael	1970-1997	Neuroscience	PhD	Princeton
Nunez, Tony	1977-1978	Neuroscience	PhD	Florida State
Nye, Christopher	2011-2013	I-O	PhD	Illinois
O'Brien, William	1991 -----	Clinical	PhD	Illinois Inst. Technology
Pang, Kevin	1995-2006	Neuroscience	PhD	U. Colo. Medical Center
Panksepp, Jaak	1972-1998	Neuroscience	PhD	Massachusetts
Pargament, Kenneth	1979-2016	Clinical	PhD	Maryland
Peters, Joe	1973-1975	Clinical	PhD	Penn State
Ragusa, Donald	1965-1995	Experimental	PhD	Buffalo
Riske, Marcus	1965-1966	Developmental	PhD	Victoria Univ. Coll., NZ
Rogelberg, Steven	1994-2003	I-O	PhD	Connecticut
Rogers, Jean	1973-1975	Developmental	PhD	U. of New Mexico
Rosenberg, Ben	1955-1976	Clinical	PhD	UC Berkeley
Rosenberg, Harold	1992 -----	Clinical	PhD	Indiana
Routh, Donald	1970-1971	Clinical	PhD	Pittsburgh
Royster, Betty	1989-1991	Social	PhD	Kansas State
Ryan, Ann Marie	1987-1997	I-O	PhD	Illinois-Chicago
Samejima, Fumiko	1970-1973	Quantitative	PhD	Keio U., Tokyo
Schipper, Lowell	1971-1984	I-O	PhD	Wisconsin
Schwartz, J. Conrad	1962-1965	Clinical	PhD	Ohio State
Schuck, John	1960-1984	Cognitive	PhD	Ohio State
Scott, John Paul	1965-1980	Developmental	PhD	Chicago
Semenchuk, Elizabeth	1994-1996	Clinical	PhD	West Virginia
Sharp, Patricia	2001 -----	Neuroscience	PhD	Colorado
Shaw, Carl	1954-1964	Counseling	PhD	Purdue
Shemberg, Kenneth	1966-2017	Clinical	PhD	Nebraska
Shore, Richard	1963-1965	I-O	PhD	Wayne State

Silverman, Irwin	1968-1997	Developmental	PhD	Purdue
Simon, Valerie	2002-2005	Clinical	PhD	Denver
Slater, Leon	1932-1942	General	PhD	Michigan
Smith, Carlla	1985-2002	I-O	PhD	Rice
Smith, Kirk	1971-1994	Cognitive	PhD	Minnesota
Smith, Olin Whitney	1966-1980	Cognitive	PhD	Cornell
Smith, Patricia Cain	1966-1980	I-O	PhD	Cornell
Sorenson, James	1974-1977	Clinical	PhD	Rochester
Stanton, Jeffrey	1997-2001	I-O	PhD	Connecticut
Stark, Edward	1950-1951	General	M.A.	BGSU
Stein, Catherine	1986 -----	Clinical	PhD	Illinois
Stone, Eugene	1986-1991	I-O	PhD	UC Irvine
Sutton-Smith, Brian	1956-1966	Developmental	PhD	U. of New Zealand
Taylor, John	1950-1951	General	M.A.	BGSU
Tisak, John	1984-2018	Quantitative	PhD	UC Berkeley
Tisak, Marie	1989-2018	Developmental	PhD	Stanford
Tompsett, Carolyn	2008 -----	Clinical	PhD	Wayne State
Tudor, Judy	1979-1983	Clinical	PhD	Kent State
Tweney, Ryan	1970-2005	Cognitive	PhD	Wayne State
Ullman, Douglas	1972-1999	Clinical	PhD	Iowa
Vale, Carol	1966-1969	Quantitative	PhD	UC Berkeley
Vale, Jack	1966-1969	Experimental	PhD	UC Berkeley
Veitch, Russ	1973-2004	Social	PhD	Kansas State
Walter, Verne	1952-1953	General	M.A.	BGSU
Westerhof, Anthony	1944-1947	General	PhD	Duke
Warehime, Robert	1968-1992	Counseling	PhD	Ohio State
Wenrick, John	1947-1964	Experimental	PhD	Ohio State
White, Howard	1946-1948	General	PhD	Iowa

Willing, Jari	2018 -----	Experimental	PhD	SUNY Albany
Wirks, Charles	1964-1965	General	PhD	Case Western
Wright, James	1947-1978	Counseling	PhD	Ohio State
Zickar, Michael	1997 -----	I-O	PhD	Illinois

Distinguished Visitors, Postocs, etc.

(very incomplete)

Asherian, Armen		I-O post-doc	PhD	Michigan
Bachiochi, Peter		I-O visiting prof.	PhD	UConn
Clynes, Manfred				
Dugan, Beverly		I-O post-doc	PhD	Tennessee
Duval, Noelle		Visiting Professor		
Faber, Melissa		Visiting Professor	PhD	Toledo
Fisicaro, Sebastiano		I-O post-doc	PhD	Texas
Fitzsimmons, Marian		Clin post-doc	PhD	Toledo
Frank, Fred		I-O visiting prof	PhD	Wayne
StateGerken, Stacy	2000	Clin post-doc	PhD	
Heffner, Kerry		Clin post-doc	PhD	Virginia Comonwealth
Joseph, Monique		Clinical post-doc		
Kleiter, Gernot D.	1994	Experimental visitor		
Kravitz, David		I-O post-doc	PhD	Illinois
Lashley, Samuel	1998	Clinical post-doc	PhD	Catholic U. .
Nocera, Romy	1997	Exper post-doc	PhD	BGSU
Shapiro, Jim				
Strahan, Esther	2003	Clin post-doc	PhD	Purdue

TenEyck, Gar	2000	Exper post-doc	PhD	U. South Dakota
Weaver, Murray		I-O post-doc		
Zolovick, Andrew	1977	Exper post-doc	PhD	Kansas State

Psychology Department Support Staff

Kelly Avery	Chuck Lundy
Mary Badenhop	Marion Mason
Carol Barber	Ellie McCreery
Kathy Baltz	Peggy McKenna
Kathleen Beattie	Cindy McNutt
Kathy Bechstein	Thomas Mcquistion
Kath Bloomfield	Donna Michel
Doni Bobel	Brent Myers
Michelle Boecker	Kelsey Neufeld
Don Bowen	Joyce Nielson
Jeff Burgdorf	Shirley Philo
Gordon Carpenter	John Pultorak
Rodger Cochran	Kay Reed
Colleen Cousino	Barbara Reynolds (Angel)
Meliha Duncan	Calvin Ribble
Joyce Eikeleberry (Stevens)	Nan Rothrock
Colleen Fillian	Mary Russell
Sue Fleming	Linda Santiago
Janet Fletcher	Peg Schaller
Lisa Floro	Charlotte Schwerkolt
Lynn Flynn	Laura Seeger
Michelle Gamet	Kay Sergent
Chris Gebers	Judy Sexton
Kay Green	Barb Sharp (Berta)
Beth Griggs	Deb Smith (Conklin)
Leslie Gulvas	George Southworth
Trina Hagemyer	Kathleen Spicer
Kathy Helm	Trisha Strait
Mary Henning	Trisha Tatum
Sandy Hoffman	Sue Wax
Nancy Homa	Elaine Tombaugh (Tgnatz)
Denise Hook	Shawnda Turner-Williams
Joy Kantner	Wally Vogel
Bonnie Kathrens	Debbie Walker
Theresa Kelso	Paula Watson
Christine Kiel	Andy Wickiser
Kathleen King	Kelly Wright
Randy King	Susan Young
Rae Ann Kocher	Donald Zeisloft
Kate Koester	
Lu Lanning	

Alice Leveck

Awards to Outstanding Graduate Students

With the death of Max Freeburne, who was dedicated to undergraduate teaching, an award was established in his name to be given to the graduate student judged by a committee to be the outstanding teacher among the graduate students. Max was concerned that a lectern not be in the classroom on which to place his lecture notes, and he made a memorable picture as he walked back and forth to his classroom carrying a full-size lectern along with his notes. Another memorable moment occurred when we sat next to each other on a bus to MPA in Chicago, and this extremely formal man told me that he had played in a jazz band!

Two more awards were established after the untimely deaths of Lowell Schipper and Don Leventhal in 1984, less than two weeks apart. I have such vivid memories of both that I cannot select one to recount.

The Freeburne award was first made in 1975. Other awards have been established since. The list of awards and recipients to date follow.

Cecil M. Freeburne Memorial Teaching Award

1975 James Freeman
 1976 Patricia Petretic
 1977 Diane Phillis
 1978 Rebecca Pliske / Mitchell Shack / Kenneth Porada
 1979 Kathleen Ryan / Jay Tombaugh
 1980 Mark Kuman / Howard Rothstein
 1981 Lawrence Hatcher / Lawrence Schoen
 1982 Luanne Conley-Brown / Susan Tucker
 1983 Catherine Honig / Susan Stang
 1984 Kenneth York
 1985 William Dragon
 1986 Richard Lee
 1987 Kelly Morton
 1988 Loring Crepeau
 1990 Romy Nocera
 1992 Sarah Moore-Hirschl
 1993 Barbara Kopp Miller / Mark Schmit
 1994 Nor Ostrowski
 1995 Jennifer Lamping
 1996 Chet Robie / Rosemary Strasser
 1997 Gary Greguras
 1998 Marianne Mancini
 1999 Soni Basi
 2000 David Slegers
 2001 Gwenith G. Fisher / Jennifer J. McGrath
 2002 Yanlong Sun
 2003 Marcia G. Hunt / Gina M. Magyar
 2004 Christine F. Chiros
 2005 Meghan C. Kahn
 2006 Lance Jones

2007 Courtney Galliger / Kathleen Young
 2008 Christine McAuliffe
 2009 Jebediah Norhern
 2010 Carmen Oemig
 2011 Marissa Oehlhof
 2012 Afton Koboll
 2013 Allison Kiefner
 2014 Julia Berger
 2015 Erin Baker
 2016 K. J. Kessie
 2017 Aaron Sedlar

Lowell Schipper Memorial Award

1985 Dave Ensing	1997 Carri Maynard	2009 Sarah Domoff
1986 Chris Reilly	1998 Nalini Tarakeshwar	2010 Samantha Zbur
1987 Sharon E. Lovell	1999 Stephanie A. Danner	2011 Sam Jaffee
1988 Todd A. Nalodka	2000 Ethan R. Benore	2012 Don Zhang
1989 Luis F. Parra	2001 Jonathan P. Miller	2013 Patrick Nebl
1990 Ann S. Hryshko	2002 Mo Wang	2014 Garrett Foster
1991 Susan T. Chitwood	2003 Jing Wang	2015 Stacy Sim
1992 Lisa A. Fiedel	2004 Christopher Cunningham	2016 Hannah Geis
1993 Helena Rempala	2005 Kyle H. Cabral	2017 Lauren Dial
1994 Scott Craft	2006 Dalia Diab	
1995 Robin G. Applebaum	2007 Kimberly Laurene	
1996 Emily H. Cointin	2008 Dev Dalal	

Donald Becker Leventhal Memorial Award

1986 Kathleen M. Ryan
 1988 Michael E. Robinson
 1990 Susan M. Caruso
 1992 Ann Hryshko-Mullen
 1993 F. Lynne Merk / Deborah A. Schmidt
 1994 Sherral A. Austin
 1995 Margaret D. Barham
 1996 Linda Myerholtz / Lisa R. Query / Helena Rempala
 1997 Neil F. Gottheil / Lisa M. Lewandowski / Robert L. Taylor
 1998 Hilary J. Hassinger / Jamie L. Wieber
 1999 Alexis D. Kulick / Carri F. Maynard / Aaron B. Swank
 2000 Nalini Tarakeshwar / Nicole P. Yuan
 2001 Susan M. Klein / John M. Wryobeck
 2002 Ethan R. Benore
 2003 Mary E. Kaplar
 2004 Chelsea A. Baylen / Erica L. Pristas / Amelia S. Versland
 2005 Kelly M. McConnell
 2006 Krista Konrad / Hisham Abu Raiya
 2007 Elizabeth Krumrei
 2008 Erin Bonar
 2009 Jeremy Cummings
 2010 Amanda Gumble

2011 Sara Domoff
 2012 Nova Hinman
 2013 Alan Kooi Davis
 2014 Debra Hoffman
 2015 Jenna Marx
 2016 Brent Lang
 2017 R. Sonia Singh

Olin and Patricia Smith Graduate Student Fellowship

1997 Jenifer A. Kihm
 1998 Evan F. Sinar
 1999 Amanda L. Julian

Bonnie Sandman Award in I-O Psychology

1999 Jerel E. Slaughter
 2000 Charlie L. Reeve
 2002 Margaret E. Brooks-Laber
 2003 Robert E. Gibby
 2004 Jennifer L. Burnfield
 2005 Jessica L. Blackburn
 2006 Christopher Cunningham
 2007 Patricia Barger
 2008 Maya Yankelevich
 2009 Nathan Carter
 2010 Kevin Nolan
 2011 Christopher Lake
 2012 Nicole Wood
 2013 Ashlie Britton
 2014 Don Zhang
 2015 Yi Wang
 2016 Garrett Foster
 2017 Hanyi Min

**Institute for Psychological Research and Application Excellence in Applied Psychology
 Award**

2000 Allison E. Collins / Jody R. Hoffman
 2001 Julie A. Fuller / Eric M. Greve
 2002 Robert E. Gibby
 2003 Jennifer L. Burnfield
 2004 Michael A. Lodato
 2005 Shelby Devendorf
 2006 Jennifer Yugo
 2007 Ashley Guidroz
 2008 Nick Salter
 2009 Dev Dalal
 2010 Katherine Alexander
 2011 Sarah Kirkendall
 2012 Ryan Whorton

2013 Ashlie Britton
2014 Rachel King / Josh Curry
2015 Josh Curry
2016 Yuyan Zhang
2017 Nicholas Howald

Michael E. Doherty Research in I-O Award

2010 Maya Yankelevich
2011 Kevin Nolan
2012 Nicole Wood
2013 Don Zhang

Sliter OHP Award

2015 Kristen Horan
2016 Ali Henderson
2017 Claire Smith

PhDs Awarded by Year and Area

1968

Richard F. Gottier	Experimental	John Paul Scott
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1969

Bram C. Goldwater	Experimental	Hal Johnson
Frank J. Landy	I-O	Bob Guion
Ching Tse Lee	Experimental	John Paul Scott
Paul D. Lewis	Experimental	Pete Badia
Sheldon Zedeck	I-O	Pat Smith
Stephen Wollack	I-O	Pat Smith

1970

Joel S. Bergman	Clinical	Hal Johnson
Nicholas J. Imparato	I-O	Pat Smith
Bruce E. Peck	Experimental	Max Freeburne
Enzo R. Valenzi	I-O	Ira Robert Andrews
Jan P. Wijting	I-O	Pat Smith

1971

Michael J. Cohen	Experimental	Hal Johnson
Stuart A. Culbertson	Experimental	Pete Badia
Nelson W. Freeling	Clinical	Ken Shemberg
Jeffrey A. Gliner	Experimental	Ken Shemberg
James G. Goodale	I-O	Pat Smith
J. Preston Harley	Experimental	Pete Badia
David J. Hazard	I-O	Pat Smith
Russell E. Johannesson	I-O	Bob Guion
Daniel L. Johnson	Social	Jim Flanders
Wiley C. Rasbury	Clinical	Ken Shemberg
Thomas E. Standing	I-O	Bob Guion

1972

Edward M. Baker	I-O	John Schuck
R.H. Defran	Experimental	Pete Badia
Victor J. DeGhett	Experimental	John Paul Scott
John E. Ho	Clinical	Don Leventhal
George P. Prigatano	Clinical	Hal Johnson
Derick O. Steinmann	I-O	Mike Doherty

1973

Roger Baumgarte	Experimental	Don De Rosa
Lawrence O. Brown	Clinical	Don Kausch
Charles C. Coker	Experimental	Pete Badia

J. Michael Compton	Experimental	John Paul Scott
Ronald D. Crain	I-O	Joe Cranny
William H. Eull	Clinical	Irwin Silverman
Harold D. Ferber	Clinical	Stu Keeley
Reginald A. H. Goodfellow	I-O	Pat Smith
Sandra Lee Mankins	Experimental	Donald Ragusa
Joseph R. Weintraub	I-O	Pat Smith
Warren J. Welsh	Clinical	Ben Rosenberg
1974		
Alan D. Garton	Clinical	Ken Shemberg
R. James Holzworth	Experimental	Mike Doherty
Jerry R. May	Clinical	Hal Johnson
James O. Mitchel	I-O	Joe Cranny
James E. Oliver	Clinical	Don Leventhal
George W. Persely	Clinical	Don Leventhal
Terry F. Pettijohn	Experimental	John Paul Scott
John M. Stewart	Experimental	John Paul Scott
Neal E. Thornberry	I-O	Kenneth Alvares
1975		
Suzanne Bachman	Clinical	Don Kausch
Jeffrey Dansky	Developmental	Irwin Silverman
Richard Delman	Clinical	Hal Johnson
Patricia Ebert	Experimental	John Paul Scott
David Fero	Clinical	Mike Doherty
Caroline Fisher	Experimental	Pete Badia
Paul Foos	Experimental	Kirk Smith
Robert Gresen	Clinical	Don Leventhal
John Gurski	Experimental	John Paul Scott
John Harsh	Experimental	Pete Badia
Glen Mendels	Clinical	Stu Keeley
William Mertz	Clinical	Mike Doherty
Donald Ray	Experimental	Mike Nagy
Saul Rosenberg	Clinical	Benjamn G. Rosenberg
Gloria Vanderhorst	Developmental	Irwin Silverman
1976		
H. John Bernardin	I-O	Kenneth Alvares
Michel D. Cox	Clinical	Don Leventhal
James E. Freeman	Experimental	Pete Badia
Eva Geiringer	Developmental	Janet S. Hyde
Charles D. Gorman	I-O	Mike Doherty
John T. Hazer	I-O	Kenneth Alvares
Gary W. Heiman	Experimental	Ryan Tweney
Steven L. Inger	Social	Joe Cranny
David P. Jones	I-O	Bob Guion
Gary E. Jones	Clinical	Hal Johnson
Christina A. Kaminsky	Clinical	Don DeRosa
Barbara J. Keyes	Developmental	Harry Hoemann
Dennis M. Lee	I-O	Kenneth Alvares

Rick B. Meeker	Experimental	Jaak Panksepp
Juris Mezinskis	Clinical	Ken Shemberg
Harvey L. Noyes	Experimental	Kirk Smith
Kenneth A. Siegel	Clinical	Ken Shemberg
Julius M. Sheffers	I-O	Pat Smith
Max Suberi	Clinical	Walt McKeever
Jack A. Thorpe, Jr.	I-O	Lowell Schipper
Allen D. Vandeventer	Clinical	Walt McKeever
Thomas P. Verney	I-O	Kenneth Alvares
John R. Welsh, Jr.	I-O	Joe Cranny

1977

Phyllis Berg Aude	Clinical	Janet S. Hyde
Glenn T. Ball	I-O	Bob Guion
Russell A. Barkley	Clinical	Doug Ullman
Mitchell I. Clionsky	Clinical	Neil Kirschner
Michael S. Dixon	Clinical	Walt McKeever
Joseph Galano	Clinical	Donald Kausch
Judy L. Gay	Social	Jack Mynatt
Kathleen M. Gill	Clinical	Walt McKeever
Dale A. Hicks	Clinical	Ken Shemberg
Ronald B. Margolis	Clinical	Ken Shemberg
Daniel Penrod	Clinical	Bob Warehime
James A. Rodeghero	I-O	Kenneth Alvares
Jack E. Roose	I-O	Mike Doherty
Dennis Schimmel	Clinical	Neil Kirschner
Clyde Stutts	I-O	Pat Smith
James P. Warheit	I-O	Joe Cranny

1978

Robert T. Aiello	Developmental	Ryan Tweney
Charles W. Alexander	Clinical	Hal Johnson
Daniel L. Arkkelin	Social	Russ Veitch
Joyce L. Carbonell	Clinical	Don Leventhal
Irwin Grossman, Jr.	Clinical	Stu Keeley
Thomas L. Jackson, Jr.	Clinical	Walt McKeever
Paul W. Kettlewell	Clinical	Don Kausch
James M. Murphy	Experimental	Mike Nagy
Kenneth G. Neville	Clinical	Ken Shemberg
Anthony Piccione	Clinical	Russ Veitch
Anthony J. Rucci	I-O	Joe Cranny
Bonnie A. Sandman	I-O	Pat Smith
Dennis C. Sweeney	I-O	Mike Doherty
Allen Yates	Experimental	Janet S. Hyde

1979

Terrie A. Buczek	Clinical	Janet S. Hyde
William H. Clover	I-O	Mike Doherty
Ronald M. Goldberg	Clinical	Marvin Kumler
Barbara H. Herman	Experimental	Jaak Panksepp
David R. Holmes	Clinical	Walt McKeever

Lyle E. Kantor	Clinical	Don Kausch
William R. Leber	Clinical	Hal Johnson
Nancy E. MacDonald	Developmental	Janet S. Hyde
Bruce D. Naliboff	Clinical	Hal Johnson
Mark A. Sabol	Experimental	Don DeRosa
Thomas F. Sawyer	Experimental	Janet S. Hyde
Elizabeth R. Summers	I-O	Bob Guion
Thomas R. Vilberg	Experimental	Jaak Panksepp
Michael L. White	I-O	Bob Guion
Sandra C. Winokur	Developmental	Irwin Silverman

1980

Bruce B. Abbott	Experimental	Pete Badia
John D. Arnold	I-O	Bob Guion
John C. Brooke	Clinical	Stu Keeley
Kenneth L. Davis	Experimental	Jaak Panksepp
Anne L. Hoff	Clinical	Walt McKeever
Sung Kim	Clinical	Ken Shemberg
Joel Mowrey	Clinical	Stu Keeley
Daniel B. Nagelberg	Clinical	Ken Shemberg
Najma Najam	Experimental	Jaak Panksepp
Rebecca Pliske	Experimental	Kirk Smith
Kathleen A. Ryan	Experimental	Pete Badia
Mark E. Stevens	Developmental	Ryan Tweney
Marnee Swope	Clinical	Stu Keeley

1981

Deborah Ware Balogh	Clinical	Don Leventhal
Evamaria Blass	Clinical	Hal Johnson
David M. Egan	Clinical	Kirk Smith
Bruce Erenkrantz	I-O	Joe Cranny
Fred Kadushin	Clinical	Doug Ullman
Glenn J. Larrabee	Clinical	John Schuck
Frank Orosz	Clinical	John Schuck
Patricia Petretic-Jackson	Developmental	Ryan Tweney
Daniel B. Pliske	Social	Jack Mynatt
Kenneth J. Porada	Experimental	Mike Nagy
Marlys Reetz	Clinical	Ken Shemberg
Donald U. Robertson	Clinical	Stu Keeley
Barry A. Seeskin	I-O	Pat Smith
Glen F. Strobel	Clinical	Jack Mynatt
Sharon Tkacz	Experimental	Donald V. De Rosa
Ronald W. Waller	Clinical	Stu Keeley

1982

Janis I. Briga	Developmental	Harry Hoemann
Daniel E. Dossa	Clinical	Donald Kausch
Nancy Fiedler	Clinical	Doug Ullman
Frank J. Floyd	Clinical	Doug Ullman
Scott H. Gammeter	Clinical	Don Leventhal

Gregory S. Jurenc	Clinical	Doug Ullman
Jeffrey S. Kreutzer	Clinical	Jack Mynatt
Danny R. Lowe	Clinical	Hal Johnson
Guy Melvin	Clinical	Hal Johnson
Eileen S. C. O'Keefe	Clinical	Bob Guion
Susan Potts	Clinical	Russ Veitch
Lawrence S. Schoen	Experimental	Pete Badia
Wendy G. Soubel	I-O	Kenneth Alvares
Ronald J. Wutchiett	Clinical	Ken Shemberg
Stephen A. Yachanin	Experimental	Ryan D. Tweney
Nora Villemur Yanchar	Clinical	Russ Veitch

1983

Pearl S. Berman	Clinical	Hal Johnson
Rhonda Skupas Cameron	Clinical	Don Kausch
Ellen M. Cohen	Clinical	Hal Johnson
Bruce W. Colburn	Clinical	Doug Ullman
Anthony T. Dalessio	I-O	Kenneth Alvares
Bart C. Ferraro	Clinical	Don Leventhal
Michael J. Forster	Experimental	Mike Nagy
Larry L. Hatcher	I-O	Joe Cranny
Vanessa del Carmen Irizarry	Experimental	John Schuck
Cynthia L. Koshatka	Clinical	Russ Veitch
Mary Katherine Kotansky-Kennedy	Clinical	Ken Shemberg
Michael F. Marino	Clinical	Walt McKeever
Lee M. Markowitz	Social	Jack Mynatt
Susan E. Minyard	Clinical	Ken Shemberg
Ellen M. Papper	I-O	Bob Guion
John Rossi, III	Experimental	Jaak Panksepp
Howard G. Rothstein	Experimental	Lowell Schipper
Julio Sasaki	I-O	Kenneth Alvares
George C. Scheuch	Experimental	Allgeier & Conner
Mitchell S. Shack	I-O	Kenneth Alvares
Pamela K. Thompson	Clinical	Stu Keeley
Jay R. Tombaugh	I-O	Joe Cranny
Richard J. Yanchar	Clinical	Hal Johnson

1984

Thomas Balkin	Experimental	Pete Badia
Linda N. Bearse	I-O	Kenneth Alvares
Noel Jay Bean	Experimental	Bob Conner
Paul Bishop	Experimental	Jaak Panksepp
Sarah Bohn	Clinical	Don Kausch
Ruben Echemendia	Clinical	Ken Pargament
J. Timothy Galbraith	I-O	Kenneth Alvares
Greg Greenwood	Clinical	Ken Pargament
Steven M. Johnson	I-O	Joe Cranny
Deirdre J. Knapp	I-O	Joe Cranny
Susan Kohaut	Clinical	Ken Shemberg
Darryl A. Lang	I-O	Bob Guion
Engin Orel-Crosby	Developmental	Harry Hoemann

Mark L. Rieke	I-O	John Cavanaugh
Kathleen F. Sullivan	Clinical	Walt McKeever
Mark S. Sullivan	Clinical	Ken Pargament
Deborah Warner	Clinical	Doug Ullman

1985

Jay Buckiewicz	Clinical	Ken Shemberg
Karen Budzeika	I-O	Bob Guion
Luanne Conley	Social	Jack Mynatt
Raul Diaz	Clinical	Hal Johnson
Lawrence R. Fischetti	Clinical	John Schuck
Kristina Greenwood	Clinical	John Cavanaugh
Rick Hackett	I-O	Bob Guion
Anne Gibson Hulse	Clinical	Ken Shemberg
C. Keith Hulse	Clinical	Jack Mynatt
Richard A. Jenkins	Clinical	Ken Pargament
Rion B. Kweller	Clinical	Ken Pargament
Philip Lichtenfels	I-O	Joe Cranny
Daniel R. Nolan	Clinical	Walt McKeever
Diane E. Phillis	Developmental	Betsy Allgeier
Anthony Rizzuto	I-O	Hal Johnson
Arthur Rose	Developmental	Irwin Silverman
William Silverman	I-O	Kenneth Alvares
Stephen M. Sivi	Experimental	Jaak Panksepp
Susan W. Stang	I-O	Bob Guion
Edward J. Stepanski	Clinical	Pete Badia
Peter Uher	I-O	Joe Cranny

1986

Michael Brannick	I-O	Bob Guion
Mary Browning	Developmental	John Cavanaugh
Peter Bycio	I-O	Kenneth Alvares
James Diehl	Clinical	Walt McKeever
Anthony Edwards	I-O	Bob Guion
Marie Francosky	I-O	Joe Cranny
Willie Roy Johnson	I-O	John Schuck
Anita Kamouri	I-O	Bill Balzer
Joseph Kamouri	I-O	Kirk Smith
Joseph Kennell	Clinical	Ken Pargament
Howard Kessler	Clinical	Don Kausch
Patrick Mason	Clinical	Hal Johnson
Rebecca Merritt	Clinical	John Cavanaugh
Michael Reed	Clinical	Stu Keeley
Karen Seitz	Clinical	Walt McKeever
Sheila Verduyze	Clinical	John Cavanaugh
Craig Vickio	Clinical	John Cavanaugh
Kenneth York	I-O	Joe Cranny

1987

Harry Adamakos	Clinical	Ken Shemberg
Colleen L. Barlow	Clinical	Stu Keeley
Joan Brannick	I-O	Bob Guion
Kelly Jo Brookhouse	I-O	Bob Guion
Robin Burks	Clinical	Stu Keeley
Richard A. Deyo	Experimental	Bob Conner
Catherine A. Honig	I-O	John Cavanaugh
Patricia A. Knowles	Experimental	Bob Conner
Jennifer Myers	Social	John Cavanaugh
Judith Powell	Clinical	Mike Doherty
Jennifer Roth	Clinical	John Cavanaugh
Kathleen Ryan	Clinical	Ken Shemberg
Corey Seitz	I-O	Bill Balzer
Bonnie Walker	Experimental	Ryan Tweney
Erin K. Walsh	Clinical	Stu Keeley
David Scott Wells	Clinical	John Cavanaugh

1988

Ernest Boswell	Clinical	Bob Warehime
Leslie J. Klockmann	I-O	Joe Cranny
Richard G. Lee	Clinical	Ken Shemberg
Larry Normansell	Experimental	Jaak Panksepp
David M. Pollack	I-O	Bill Balzer
Michael E. Robinson	Clinical	Hal Johnson
Arlene B. Staubsinger	Clinical	Don Kausch
Lorne M. Sulsky	I-O	Bill Balzer
Richard S. Tallarigo	I-O	Gene Stone
Dieter Zirkler	I-O	Joe Cranny

1989

Lance E. Anderson	I-O	Gene Stone
Susan M. Caruso	Clinical	Betsy Allgeier
Wei Jing Chia	I-O	Ryan Tweney
Paul J. Cook	I-O	Bob Guion
Donna J. Cooley	Clinical	Ken Shemberg
Loring J. Crepeau	Experimental	Jaak Panksepp
William Dragan	Social	Jack Mynatt
Bernard Gaulier	Clinical	Betsy Allgeier
Wade M. Gibson	I-O	Bob Guion
Nancy J. Grevengoed	Clinical	Ken Pargament
Philip A. Ikomi	I-O	Bob Guion
Annette J. Krutsch	Clinical	Walt McKeever
William J. Lammers	Experimental	Pete Badia
Kevin A. Lauer	Clinical	Hal Johnson
Ann Mills Lovko	Clinical	Eric Dubow
Kenneth A. Lovko, Jr.	Clinical	Jack Mynatt
Theresa Bena Markowitz	Clinical	Stu Keeley
Karen R. Midkiff	I-O	Joe Cranny
Barbara A. Reilly	I-O	Mike Doherty
Christopher E. Reilly	I-O	Bill Balzer

Deborah A. Rich	Clinical	Walt McKeever
Thomas M. Ruddy	I-O	Gene Stone
Carol A. Tolbert	Experimental	Ryan Tweney
Patti P. van Eys	Clinical	John Cavanaugh
Nancy Jo Wesensten	Experimental	Pete Badia

1990

David M. Carkenord	I-O	Bill Balzer
David E. Hyatt	I-O	Gene Stone
Sandro J. Iannicca	I-O	Gene Stone
William P. Kooistra	Clinical	Ken Pargament
Kathleen M. Morris	Clinical	Ken Shemberg
Jon S. Newman	Clinical	Ken Pargament
Raymond M. O'Connor, Jr.	I-O	Bill Balzer
Hannah E. Olsen	I-O	Joe Cranny
Karen B. Paul	I-O	Joe Cranny
Richard K. Warren	Clinical	John Cavanaugh

1991

Nancy Breen-Ruddy	Clinical	Eric Dubow
Connie Cappas	Clinical	Eric Dubow
David Ensing	Clinical	Ken Pargament
Janet M. Echemendia	I-O	Bill Balzer
Leslie Hammer	I-O	Bill Balzer
Ingeborg Hrabowy	Clinical	Stu Keeley
Bruce Kottler	Clinical	Doug Ullman
Helene Stafford Suh	Clinical	Catherine Stein
Dan Suh	Clinical	John Cavanaugh
Gordon Sokoll	Social	Jack Mynatt

1992

Ann M. Brian	Clinical	Ken Shemberg
Linda E. Busch	Clinical	Harry Hoemann
Michael W. Faust	Clinical	Hal Johnson
Michael A. Griffith	Clinical	Eric Dubow
Molly C. Grossman	Clinical	Doug Ullman
William L. Hathaway	Clinical	Ken Pargament
Bob E. Hayes	I-O	Carlla Smith
Karen L. Mattimore	I-O	Bill Balzer
Laura K. Mattimore	I-O	Ann Marie Ryan
Kelly R. Morton	Developmental	John Cavanaugh
Romy Nocera	Developmental	Betsy Allgeier
Diane Schertler Rohlman	Experimental	Kirk Smith
Eric J. Slora	Clinical	Doug Ullman
Susan E. Snyder	Clinical	John Cavanaugh

1993

Monica Blum	Clinical	Ken Pargament
Theresa Brown	Social	Betsy Allgeier
David J. Causey	Clinical	Eric Dubow

Kimberly Chin	Clinical	Hal Johnson
Matthew D. Evans	Clinical	John Cavanaugh
Ricardo A. Frazer	I-O	Jack Mynatt
Satoshi Ikemoto	Experimental	Jaak Panksepp
M. Lane Keleman	Clinical	Ken Shemberg
Lisa C. McGuire	Developmental	John Cavanaugh
Sarah Moore-Hirschl	I-O	Joe Cranny
Patrick H. Raymark	I-O	Bill Balzer
Graham J. Reid	Clinical	Eric Dubow
Kenneth E. Sumner	I-O	Bill Balzer
Leslie C. Zaynor	Clinical	Stu Keeley

1994

Linda Broeckl	Clinical	Hal Johnson
Ellen Bush	Clinical	Ken Pargament
Teresa Heckart	I-O	Milton D. Hakel
Ann Hryshko-Mullen	Clinical	Eric Dubow
Sharon Lovell	I-O	Joe Cranny
Mary Jen Meerdink	Clinical	Stu Keeley
Lucia O'Sullivan	Social	Betsy Allgeier
Ron Ross	Clinical	Betsy Allgeier
Rob Schmieder	I-O	Carlla Smith
Mark Schmit	I-O	Ann Marie Ryan
Debra Schroeder	Social	Jack Mynatt
Marian Silverman	I-O	Carlla Smith
Kimberly van Haitsma	Clinical	Ken Pargament
Michael Wiederman	Clinical	Betsy Allgeier

1995

David Baskind	Developmental	Kirk Smith
Karen Barbera	I-O	Ann Marie Ryan
Michelle Boecker	Experimental	Pete Badia
Tamela Whipple Bresler	Clinical	Ryan Tweney
Stephane Brutus	I-O	Ann Marie Ryan
Dushka Crane-Ross	Developmental	Marie Tisak & John Tisak
Diane Daum	I-O	Ann Marie Ryan
Felipe de la Torre	I-O	Milton D. Hakel
Rhonda D'Imperio	Clinical	Eric Dubow
Deidre Donaldson	Clinical	Eric Dubow
Christine Ely	Clinical	Eric Dubow
Hugh Garavan	Experimental	Mike Doherty
Alice Holly	Clinical	Doug Ullman
Michael Kindt	Clinical	Doug Ullman
Barbara Kopp Miller	Social	Jack Mynatt
Patricia Murphy	Experimental	Pete Badia
Todd Nalodka	I-O	Bill Balzer
Eric Nelson	Experimental	Jaak Panksepp
Larry Nulton	Experimental	Hal Johnson
Luis Parra	I-O	Ann Marie Ryan
Janet Reed	Clinical	Eric Dubow
Patricia Stanik	Clinical	Harold Rosenberg

Michael Sytniak
 Maria del Pilar Torres-Delaney

Clinical
 I-O

Ken Pargament
 Milton D. Hakel

1996

Michele Haff Brodke
 Mary J. Gage
 Michele L. Grisez
 Susan E. Hahn
 Jennifer C. Lamping
 Brenda J. Moretta
 Christine Nocjar
 Norrine L. Ostrowski
 Sandra E. Parham
 William J. Shepherd, III
 David B. Whitestone
 Kenneth P. Wright, Jr.

I-O
 Clinical
 I-O
 I-O
 Social
 Developmental
 Experimental
 Social
 I-O
 I-O
 Clinical
 Experimental

Milton D. Hakel
 Jennifer Kinney
 Ann Marie Ryan
 Carlla Smith
 Betsy Allgeier
 John Cavanaugh
 Jaak Panksepp
 Stu Keeley
 Bill Balzer
 Ann Marie Ryan
 Jaak Panksepp
 Pete Badia

1997

Sherral Austin
 Marni Bekkedal
 William Brent Coy
 Eric G. Devine
 Joelle McBride Floriana
 Joshua A. Ginzler
 Monica A. Hemingway
 Rod J. Hughes
 Elke Kurz
 Collin A. Lodico
 Lauren V. Ritters
 Chet Robie
 Christine C. Sensibaugh
 Julianne Zweifel

Clinical
 Experimental
 Clinical
 Clinical
 Clinical
 Developmental
 I-O
 Experimental
 Experimental
 Clinical
 Experimental
 I-O
 Social
 Clinical

Betsy Allgeier
 Jaak Panksepp
 Bill O'Brien
 Harold Rosenberg
 Jaak Panksepp
 Harry Hoemann
 Carlla Smith
 Pete Badia
 Ryan Tweney
 Eric Dubow
 Verner Bingman
 Ann Marie Ryan
 Betsy Allgeier
 Bill O'Brien

1998

Sandra Alexander
 Lee Ann Bass
 Timothy Belavich
 Gregory Brake
 Curtis Brant
 Jennifer Irwin
 Andre Freeberg
 Gary Greguras
 Kimberly Hendricks
 Maria Ippolito
 Heather Jewell
 Amanda Maynard
 Doug Maynard
 Linda Meyerholtz
 Jerald Ogrisseg
 Lisa Perez
 Steven Plenzler

Clinical
 Clinical
 Clinical
 Experimental
 Social
 I-O
 Clinical
 I-O
 Clinical
 Developmental
 Clinical
 Developmental
 I-O
 Clinical
 Clinical
 I-O
 Experimental

Harold Rosenberg
 Catherine Stein
 Ken Pargament
 Mike Doherty
 Jack Mynatt
 Bill Balzer
 Catherine Stein
 Bill Balzer
 Harold Rosenberg
 Ryan Tweney
 Jennifer Kinney
 Marie Tisak
 Milton D. Hakel
 Harold Rosenberg
 Bill O'Brien
 Carlla Smith
 Pete Badia

Mark Rye	Clinical	Ken Pargament
Jennifer Schuler	Clinical	Bill O'Brien
Rosemary Strasser	Experimental	Vern Bingman
Robert Taylor	Clinical	Bill O'Brien
Todd Thorsteinson	I-O	Bill Balzer
Brian Zinnbauer	Clinical	Ken Pargament
1999		
Tanya L. Andrews	I-O	Milton D. Hakel
Jennifer L. Anthony	Clinical	Bill O'Brien
Kally M. Baskind	Clinical	Bill O'Brien
Jori A. Berger	Clinical	Bill O'Brien
Brenda S. Cole	Clinical	Ken Pargament
Neil R. Gottheil	Clinical	Eric Dubow
Kathleen M. Hipp	Social	Mike Doherty
Thomas C. Jewell	Clinical	Catherine Stein
Emlee C. Kohler	Experimental	Verner Bingman
Dale L. Kulick	Clinical	Harold Rosenberg
LeeAnn M. Lape-Brinkman	Clinical	Doug Ullman
Lisa M. Lewandowski	Clinical	Stu Keeley
Terri L. Lewis	Developmental	Annette Mahoney
Michael D. Lyde	Social	Betsy Allgeier
Frances Lynne Merk	Clinical	Eric Dubow
Lesli J. Preuss	Clinical	Eric Dubow
Helena Rempala	Clinical	Mike Doherty
Hilary Sowa	Developmental	Irwin Silverman
Marcia Ward	Clinical	Catherine Stein
Michael G. Weinborn	Clinical	Ken Pargament
Michelle Wood-Pelnick	Clinical	Ken Shemberg
Paul E. Yarab	Social	Betsy Allgeier
2000		
Margaret D. Barham	Clinical	Annette Mahoney
Jennifer A. Kihm	I-O	Scott Highhouse
Anita C. McClough	I-O	Scott Highhouse
Jamie D. Berry	Clinical	Eric Dubow
Tracy A. Gebing	Clinical	Betsy Allgeier
Joel Guarna	Clinical	Harold Rosenberg
Hilary J. Hasinger	Clinical	Bill O'Brien
Roksana Korchynsky	Clinical	Bill O'Brien
Carri F. Maynard	Clinical	Eric Dubow
Sheila A. McCormick	I-O	Milton D. Hakel
Douglas L. Pruitt	Experimental	Verner Bingman
Lisa R. Query	Clinical	Annette Mahoney
Mark G. Rivardo	Experimental	Dale Klopfer
William E. Russner	Clinical	Catherine Stein
Jerel E. Slaughter	I-O	Scott Highhouse

2001

Ramit K. Basi	Developmental	Betsy Allgeier
Cheri A. Budzynski	Experimental	Verner Bingman
Stanley Edwards	Clinical	Eric Dubow
John R. Leach	Experimental	Mike Doherty
Alexandra Luong	I-O	Steven Rogelberg
Evan F. Sinar	I-O	Scott Highhouse
Christopher L. Drake	Clinical	Pete Badia
Gwenith G. Fisher	I-O	Carlla Smith
Annette R. Hoffman	Clinical	Jennifer Kinney
Carla L. Krichbaum	Clinical	Catherine Stein
Alexis D. Kulick	Clinical	Dara Musher-Eizenman
Rabia Malik	Clinical	Eric Dubow
Charlie L. Reeve	I-O	Milton D. Hakel
Shreya T. Sarkar-Barney	I-O	Jeffrey Stanton
Eric L. Scott	Experimental	Jaak Panksepp
Jennifer Yarab	Clinical	Bill O'Brien
Cherilyn Yvette Taylor	Clinical	Ken Pargament

2002

Shahnaz Aziz	I-O	Michael Zickar
Paul A. Boxer	Clinical	Annette Mahoney
Scott A. Craft	Clinical	Catherine Stein
Erin Emery	Clinical	Ken Pargament
Sharon Ezop	Clinical	Eric Dubow
Mary B. Goebel-Kamala	Clinical	Betsy Allgeier
Nakia S. Gordon	Experimental	Jaak Panksepp
Ronda R. Harrison	Clinical	Stu Keeley
Heidi N. Hawkins	Clinical	Annette Mahoney
Brien E. King	Experimental	Rich Anderson
Jennifer McGrath	Clinical	Bill O'Brien
Bryan L. Meyers	Experimental	Pete Badia
David C. Mohr	I-O	Michael Zickar
Maria J. O'Connell	Clinical	Catherine Stein
Yanlong Sun	Experimental	Ryan Tweney
Nalini Tarakeshwar	Clinical	Ken Pargament
Jamie L. Wieber	Clinical	Annette Mahoney
Nicole P. Yuan	Clinical	Dara Musher-Eizenman

2003

Rahan S. Ali	Clinical	Stu Keeley
Mitzi M. Arnett	Clinical	Eric Dubow
Brian D. Crewe	I-O	Milt Hakel
Stephanie A. Danner	Clinical	Dara Musher-Eizenman
Erin E. Foster	Clinical	Rob Carels
Michele L. George	Developmental	Marie Tisak
Sara E. Goldstein	Developmental	Marie Tisak
Jody Hoffman	I-O & Clinical	Rob Carels
Aaron B. Murray-Swank	Clinical	Ken Pargament
Nichole A. Murray-Swank	Clinical	Ken Pargament
Anna V. Persson	Developmental	Dara Musher-Eizenman

Christianne Spitzmuller	I-O	Milt Hakel
John M. Wryobeck	Clinical	Harold Rosenberg
Gina m. Yanni	Clinical	Annette Mahoney
Daniel S. Zomchek	Clinical	Eric Dubow

2004

Ethan Benore	Clinical	Ken Pargament
Maggie Brooks	I-O	Milt Hakel
Eric Butter	Clinical	Ken Pargament
Rachel Cheyne	Clinical	Annette Mahoney
Allison Collins	I-O	Bill O'Brien
Dryw O. Dworsky	Clinical	Catherine Stein
Laura Edwards-Leeper	Developmental	Dara Musher-Eizenman
Julie Fuller	I-O	Mike Zickar
Robert Gibby	I-O	Mike Zickar
Susan Klein	Clinical	Eric Dubow
Rebecca Lakin	Clinical	Annette Mahoney
Lilly Lin	I-O	Milt Hakel
Christopher Mutch	Quantitative	John Tisak
Carlos Perez-Benitez	Clinical	Bill O'Brien
Alana Raber	Clinical	Rob Carels
Jennifer Siegel	Experimental	Vern Bingman

2005

Gene Ano	Clinical	Ken Pargament
Jeffrey Burgdorf	Experimental	Jaak Panksepp
Jennifer Burnfield	I-O	Steve Jex
Craig Crossley	I-O	Steve Jex
Karin Denholm-Tonkin	Clinical	Rob Carels
Shelba Devendorf	I-O	Scott Highhouse
Michael Gillespie	I-O	Milt Hakel
Shayla Holub	Developmental	Dara Musher-Eizenman
Marcia Hunt	Clinical	Catherine Stein
Amanda Julian	I-O	Mike Zickar
Gina Magyar-Russell	Clinical	Ken Pargament
Jonathan Miller	Experimental	Kevin Pang & Dev. McAuley
Kristina Phillips	Clinical	Harold Rosenberg
Russell Phillips III	Clinical	Catherine Stein
Steven Russell	I-O	Mike Zickar
Purvi Shah	Clinical	Bill O'Brien
Jeffrey Vanderploeg	Clinical	Eric Dubow
Alan Walker	I-O	Milt Hakel
Mo Wang	I-O & Developmental	Zickar & Chen
Ryan Yoder	Experimental	Kevin Pang

2006

Jessica Blackurn	I-O	Milt Hakel
Holly Cacciapaglia	Clinical	Rob Carels
Olga Clark	I-O	Mike Zickar
Ellen Cullman	Clinical	Eric Dubow

Gail Ferguson	Clinical	Eric DuBow
Thomas Fuchs	Experimental	Vern Bingman
Eyal Grauer	I-O	Mike Zickar
Mary Kaplar	Clinical	Anne Gordon
Ryan Mears	Experimental	Casey Cromwell
Jason Moore	I-O	Scott Highhouse
Jennifer Schroeder	Clinical	Eric Dubow
Nicole Serrine	Clinical	Harold Rosenberg
Erin Thornbury	I-O	Scott Highhouse
Amelia Versland	Clinical	Harold Rosenberg
Linda Whinghter	I-O	Steve Jex
Amy Wachholz	Clinical	Ken Pargament

2007

Chelsea Baylen	Clinical	Harold Rosenberg
Chris Chiros	Clinical	Bill O'Brien
Melissa Cohen	I-O	Steve Jex
Christopher Cunningham	I-O	Steve Jex
Guyula Davis	Developmental	Yiwei Chen
Jesse Erdheim	I-O	Steve Jex
Lauren Gonce	Experimental	Ryan Tweney
Amanda Kelly	Experimental	Rich Anderson
Krista Konrad	Clinical	Rob Carels
Ian Little	I-O	Mike Zickar
Erica Pristas	Clinical	Harold Rosenberg
Sofia Rydin-Gray	Clinical	Rob Carels
Kelly Trevino	Clinical	Ken Pargament
Jing Wang	Quantitative	John Tisak

2008

Hisham Abu Raiya	Clinical	Ken Pargment
Amy Barnhart Miller	Clinical	Anne Gordon
Neil Berg	Experimental	Rich Anderson
Alison Broadfoot	I-O	Mike Zickar
Mahyulee Coletat	I-O	Milt Hakel
Gabriel DeLaRosa	I-O	Steve Jex
Ashley Guidroz	I-O	Scott Highhouse
Michael Lodato	I-O	Scott Highhouse
Quinten Lynn	Clinical	Ken Pargament
Shauna McCarthy	Clinical	Eric Dubow
Valerie Moyer	Clinical	Eric Dubow
Shanna Murray	Clinical	Harold Rosenberg
Daniele Nardi	Experimental	Vern Bingman
Danielle Potokar	Clinical	Catherine Stein
Heather Schwetschenau	Clinical	Bill O'Brien
Cheryl Sybesma	Clinical	Eric Dubow
Erin Vasconcelles	Clinical	Catherine Stein

2009

Patricia Barger	I-O	Jennifer Gillespie
Kavita Desai	Clinical	Ken Pargament
Courtney Galliger	Developmental	Dara Musher-Eizenman
Jessica Harper	Clinical	Rob Carels
Megan Kahn	Experimental	Vern Bingman
Anthony Lauricella	Clinical	Ann Gordon
Elizabeth Krumrei	Clinical	Annette Mahoney
Sarah McElroy	Clinical	Valerie Simon
Jenine Neufeld	Clinical	Dara Musher-Eizenman
Nicholas Salter	I-O	Scott Highhouse
Heidi Warner	Clinical	Annette Mahoney
Jennifer Yugo	I-O	Jennifer Gillespie

2010

Kristen Abraham	Clinical	Cathy Stein
Eileen Delaney	Clinical	Bill O'Brien
Carol Ann Faigin	Clinical	Ken Pargament
David Faigin	Clinical	Kathy Stein
Meryl Gibbel	Clinical	Ken Pargament
Kelley Harmon	Experimental	Casey Cromwell
Jessica Hauser	Clinical	Dara Musher-Eizenman
Jason Kain	I-O	Steve Jex
Kimberly Laurene	Developmental	Marie Tisak
Kelly Lister	Clinical	Eric Dubow
Ma Xiaodong	Developmental	Yiwei Chen
Sarah Martin	Clinical	Dara & Eric Dubow
Christine McAuliffe	Clinical	Kathy Stein
Nathaniel Miller	Experimental	Devin McAuley
Jebediah Northern	Clinical	Bill O'Brien
Shuang Pui	I-O	Maggie Brooks
David Rosmarin	Clinical	Ken Pargament
Kristyn Saveliev	Clinical	Eric Dubow
Carissa Wott	Clinical	Rob Carels
Maya Yankelevich	I-O	Scott Highhouse

2011

Katheine Alexander	I-O	Steve Jex
Nathan Carter	I-O	Mike Zickar
Dalia Diab	I-O	Scott Highhouse
Molly Henry	Experimental	Devin McAuley
Kenji Sakurai	I-O	Steve Jex
Kristi Volkenant	Clinical	Eric Dubow
Erin Bonar	Clinical	Harold Rosenberg
Paul Goetz	Clinical	Bill O'Brien
Krystal Hernandez	Clinical	Annette Mahoney
Kathleen Young	Clinical	Rob Carels
Tracie Baker	Clinical	Marie Tisak
Shinakee Gumber	Clinical	Kathy Stein

Marissa Oehlhof

Developmental

Rob Carels

2012

Dev Dalal

I-O

Milt Hakel

Maria Gear

Clinical

Ken Pargament

Justin Gilkey

NCS

Rich Anderson

Erin Gerbec

I-O

Milt Hakel

Beth Hartzler

NCS

Rich Anderson

Jeremy Cummings

Clinical

Ken Pargament

Lisa Grimes

Clinical

Annette Mahoney

Amanda Gumble

Clinical

Rob Carels

Alexis Hamill

Clinical

Kathy Stein

Erica Hoffmann

Clinical

Harold Rosenberg

Brandi Klein

NCS

Dale Klopfer

Kevin Nolan

I-O

Scott Highhouse

YoungAh Park

I-O

Steve Jex

Pethtel Olivia

Developmental

Yiwei Chen

Kaherine Sliter

I-O

Mike Zickar

Michael Sliter

I-O

Steve Jex

2013

Lisa Backus

Clinical

Annette Mahoney

Purnima Gopalkrishnan

I-O

Steve Jex

Sarah Domoff

Clinical

Eric Dubow

Afton Koball

Clinical

Rob Carels

Shane Kraus

Clinical

Harold Rosenberg

Katherine Kusner

Clinical

Annette Mahoney

Michelle LeRoy

Clinical

Annette Mahoney

Steven Lucero

Clinical

Ken Pargament

Emily Webber

NCS

Casey Cromwell

Elizabeth Kryszak

Clinical

Eric Dubow

Jennifer McInroe

I-O

Steve Jex

Molly Meers

Clinical

Dara Musher-Eizenman

Justin Sprung

I-O

Steve Jex

Amy Storfer-Isser

Developmental

Dara Musher-Eizenman

2014

Rachel Atchley

NCS

Casey Cromwell

Lisham Ashrafioun

Clinical

Harold Rosenberg

Ashlie Britton

I-O

Steve Jex

Allison Kiefner Burmeister

Developmental

Dara Musher-Eizenman

Leisha Colyn

Experimental

Rich Anderson

Jason Drummond

Clinical

Eric Dubow

Carmen Dworsky

Clinical

Ken Pargament

Christopher Lake

I-O

Mike Zickar

Jaclyn Leith

Clinical

Kathy Stein

Scott Withrow

I-O

Mike Zickar

Devon Superville

Clinical

Ken Pargament

Gina Veits

Clinical

Carolyn Tompsett

2015

Kyoung Baik	Clinical	Bill O'Brien
Julia Berger	I-O	Mike Zickar
Margaret Bockrath	Clinical	Ken Pargament
Jacob Burmeister	Clinical	Rob Carels
Christopher Chang	I-O	Steve Jex
Victoria Carhart	Clinical	Bill O'Brien
Michael Daniels	I-O	Scott Highhouse
Melissa Falb	Clinical	Ken Pargament
Anna Hawley	Clinical	Annette Mahoney
Samuel Jaffee	NCS	Dale Klopfer
Samantha Jesse	Clinical	Cathy Stein
Robert Kirk	Dev	Y-Wei Chen
Lawrence Osborn	Clinical	Cathy Stein
Nicole Peterson	I-O	Scott Highhouse
Ryan Whorton	I-O	Scott Highhouse

2016

Kelly Amrhein	Clinical	Carolyn Tompsett
Erin Baker	Dev	Marie Tisak
Stacy Bradbury	Clinical	Eric Dubow
Nicole Cross	Clinical	Harold Rosenberg
Alan Davis	Clinical	Harold Rosenberg
Morgan Dynes	Clinical	Carolyn Tompsett
Samantha Holt	Clinical	Eric Dubow
Jasmine Khrosravi	I-O	Steve Jex
Jennifer Lackey	Clinical	Carolyn Tompsett
Patrick Nebl	NCS	Anne Gordon
Emily Padgett	Clinical	Annette Mahoney
Thaddeus Rada	I-O	Scott Highhouse
Justine Ray	Clinical	Rosenberg & Tompsett
Jiaxi Wang	Dev	Y-Wei Chen
Don Zhang	I-O	Scott Highhouse

2017

Erin Bannon	Clinical	Bill O'Brien
Francis Bonadio	Clinical	Carolyn Tompsett
Jessica Borushok	Clinical	Rob Carels
Garett Foster	I-O	Mike Zickar
Qiuan Fang	Dev	M Tisak & J Tisak
Wendy Fogo	Clinical	Cathy Stein
Sarah Greenberg	Clinical	Cathy Stein
Sarah Hassan	Clinical	Carolyn Tompsett
Alexandra Henderson	I-O	Russell Matthews
Debra Hoffmann	Clinical	Rob Carels
Kelsey-Jo Kessie	I-O	Russell Matthews
Rachel King	I-O	Mike Zickar
Kirstin Lauritsen	Clinical	Harold Rosenberg

Jenna Marx
Yisheng Peng
Yi Wang
Yuyan Zhang

Clinical
Developmental
I-O
I-O

Dara Musher-Eizenman
Y-Wei Chen
Scott Highhouse
Scott Highhouse

Number of PhDs Awarded by Year and Area

Year	Total	Clin	I-O	Exp	Dev	Soc	Quant	NCS
1965	0	0	0	0	0	0	0	
1966	0	0	0	0	0	0	0	
1967	0	0	0	0	0	0	0	
1968	1	0	0	1	0	0	0	
1969	6	0	3	3	0	0	0	
1970	5	1	3	1	0	0	0	
1971	11	2	4	5	0	0	0	
1972	6	2	2	2	0	0	0	
1973	11	4	3	4	0	0	0	
1974	9	4	2	3	0	0	0	
1975	15	7	0	6	2	0	0	
1976	23	7	9	4	2	1	0	
1977	16	10	5	0	0	1	0	
1978	14	7	3	2	1	1	0	
1979	15	6	3	4	2	0	0	
1980	13	6	1	5	1	0	0	
1981	16	10	2	2	1	1	0	
1982	16	12	1	2	1	0	0	
1983	23	11	6	5	0	1	0	
1984	17	7	6	3	1	0	0	
1985	21	10	7	1	2	1	0	
1986	18	9	8	0	1	0	0	
1987	16	8	4	3	0	1	0	
1988	10	4	5	1	0	0	0	
1989	25	11	9	4	0	1	0	
1990	10	4	6	0	0	0	0	
1991	10	7	2	0	0	1	0	
1992	14	8	3	1	2	0	0	
1993	14	7	4	1	1	1	0	
1994	14	7	5	0	0	2	0	
1995	24	9	7	5	2	1	0	
1996	12	2	5	2	1	2	0	
1997	14	6	2	4	1	1	0	
1998	23	12	5	3	2	1	0	
1999	22	15	1	1	2	3	0	
2000	15	9	4	2	0	0	0	
2001	17	8	5	3	1	0	0	
2002	19	13	2	4	0	0	0	
2003	15*	10	3	0	3	0	0	
2004	16	8	5	1	1	0	1	
2005	20*	8	8	3	2	0	0	
2006	16	8	6	2	0	0	0	
2007	14	6	4	2	1	0	1	
2008	17	10	5	2	0	0	0	
2009	12	7	3	1	1	0	0	
2010	20	13	3	2	2	0	0	
2011	13	7	4	1	1	0	0	
2012	16	6	6	0	1	0	0	3
2013	14	9	3	0	1	0	0	1

2014	10	5	2	2	1	0	0	0
2015	15	8	5	0	1	0	0	1
2016	15	9	3	0	2	0	0	1
2017	17	9	6	0	2	0	0	0
Totals	747	369	204	103	45	20	2	6

*The sum of the subdiscipline PhDs exceeds the total by 2 because 2 students took dual degrees.

PhDs Awarded by Advisor

Betsy Allgeier-- 17

George C. Scheuch	Experimental
Diane E. Phillis	Developmental
Bernard Gaulier	Clinical
Susan M. Caruso	Clinical
Romy Nocera	Developmental
Theresa Brown	Social
Lucia O'Sullivan	Social
Ron Ross	Clinical
Michael Wiederman	Clinical
Jennifer C. Lamping	Social
Sherral Austin	Clinical
Christine C. Sensibaugh	Social
Michael D. Lyde	Social
Paul E. Yarab	Social
Tracy A. Gebing	Clinical
Ramit K. Basi	Developmental
Mary B. Goebel-Kamala	Clinical

Ken Alvares - 14

Neal E. Thornberry	I-O
H. John Bernardin	I-O
John T. Hazer	I-O
Dennis M. Lee	I-O
Thomas P. Verney	I-O
James A. Rodeghero	I-O
Wendy G. Soubel	I-O
Anthony T. Dalessio	I-O
Julio Sasaki	I-O
Mitchell S. Shack	I-O
Linda N. Bearse	I-O
J. Timothy Galbraith	I-O
William Silverman	I-O
Peter Bycio	I-O

Rich Anderson - 6

Brien E. King	Experimental
Amanda Kelly	Experimental
Neil Berg	Experimental
Justin Gilkey	NCS
Beth Hartzler	NCS
Leisha Colyn	Experimental

Bob Andrews - 1

Enzo R. Valenzi	I-O
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Pete Badia - 22

Paul D. Lewis	Experimental
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Stuart A. Culbertson	Experimental
J. Preston Harley	Experimental
R.H. Defran	Experimental
Charles C. Coker	Experimental
Caroline Fisher	Experimental
John Harsh	Experimental
James E. Freeman	Experimental
Bruce B. Abbott	Experimental
Kathleen A. Ryan	Experimental
Lawrence S. Schoen	Experimental
Edward J. Stepanski	Clinical
Thomas Balkin	Experimental
William J. Lammers	Experimental
Nancy Jo Wesensten	Experimental
Michelle Boecker	Experimental
Patricia Murphy	Experimental
Kenneth P. Wright, Jr.	Experimental
Rod J. Hughes	Experimental
Steven Plenzler	Experimental
Christopher L. Drake	Clinical
Bryan L. Meyers	Experimental

Bill Balzer - 17

Anita Kamouri	I-O
Corey Seitz	I-O
David M. Pollack	I-O
Lorne M. Sulsky	I-O
Christopher E. Reilly	I-O
David M. Carkenord	I-O
Raymond M. O'Connor, Jr.	I-O
Janet M. Echemendia	I-O
Leslie Hammer	I-O
Karen L. Mattimore	I-O
Patrick H. Raymark	I-O
Kenneth E. Sumner	I-O
Todd Nalodka	I-O
Sandra E. Parham	I-O
Jennifer Irwin	I-O
Gary Greguras	I-O
Todd Thorsteinson	I-O

Vern Bingman - 9

Lauren V. Riters	Experimental
Rosemary Strasser	Experimental
Emlee C. Kohler	Experimental
Douglas L. Pruitt	Experimental
Cheri A. Budzynski	Experimental
Jennifer Siegel	Experimental
Thomas Fuchs	Experimental
Daniele Nardi	Experimental
Megan Kahn	Experimental

Mggie Brooks - 1

Shuang Pui

I-O

Rob Carels - 16

Erin E. Foster

Clinical

Jody Hoffman

I-O & Clinical

Alana Raber

Clinical

Karin Denholm-Tonkin

Clinical

Holly Cacciapaglia

Clinical

Krista Konrad

Clinical

Sofia Rydin-Gray

Clinical

Jessica Harper

Clinical

Carissa Wott

Clinical

Kathleen Young

Clinical

Marissa Oehlhof

Developmental

Amanda Gumble

Clinical

Afton Koball

Clinical

Jacob Burmeister

Clinical

Jessica Borushok

Clinical

Debra Hoffmann

Clinical

John Cavanaugh - 18

Mary Browning

Developmental

Mark L. Rieke

I-O

Kristina Greenwood

Clinical

Rebecca Merritt

Clinical

Sheila Vercruyse

Clinical

Craig Vickio

Clinical

Catherine A. Honig

I-O

Jennifer Myers

Social

Jennifer Roth

Clinical

David Scott Wells

Clinical

Patti P. van Eys

Clinical

Richard K. Warren

Clinical

Dan Suh

Clinical

Kelly R. Morton

Developmental

Susan E. Snyder

Clinical

Matthew D. Evans

Clinical

Lisa C. McGuire

Developmental

Brenda J. Moretta

Developmental

Yiwei Chen - 7

Mo Wang

I-O & Developmental

Guyla Davis

Developmental

Olivia Pethtel

Developmental

Ma Xiaodong

Developmental

Robert Kirk

Developmental

Jiaxi Wang

Developmental

Yisheng Peng

Developmental

Bob Conner - 4

George C. Scheuch	Experimental
Noel Jay Bean	Experimental
Richard A. Deyo	Experimental
Patricia A. Knowles	Experimental

Joe Cranny - 22

Ronald D. Crain	I-O
James O. Mitchel	I-O
Steven L. Inger	Social
John R. Welsh, Jr.	I-O
James P. Warheit	I-O
Anthony J. Rucci	I-O
Bruce Erenkrantz	I-O
Larry L. Hatcher	I-O
Peter Uher	I-O
Jay R. Tombaugh	I-O
Steven M. Johnson	I-O
Deirdre J. Knapp	I-O
Hannah E. Olsen	I-O
Karen B. Paul	I-O
Marie Francosky	I-O
Kenneth York	I-O
Karen R. Midkiff	I-O
Philip Lichtenfels	I-O
Leslie J. Klockmann	I-O
Dieter Zirkler	I-O
Sarah Moore-Hirschl	I-O
Sharon Lovell	I-O

Casey Cromwell - 4

Ryan Mears	Experimental
Kelly Harmon	Experimental
Emily Webber	NCS
Rachel Atchley	NCS

Don DeRosa - 4

Roger Baumgarte	Experimental
Christina A. Kaminsky	Clinical
Mark A. Sabol	Experimental
Sharon Tkacz	Experimental

Mike Doherty - 15

Derick O. Steinmann	I-O
R. James Holzworth	Experimental
David Fero	Clinical
William Mertz	Clinical
Charles D. Gorman	I-O
Jack E. Roose	I-O
Dennis C. Sweeney	I-O
William H. Clover	I-O
Judith Powell	Clinical

Barbara A. Reilly	I-O
Hugh Garavan	Experimental
Gregory Brake	Experimental
Kathleen M. Hipp	Social
Helena Rempala	Clinical
John R. Leach	Experimental

Eric Dubow - 39

Nancy Breen-Ruddy	Clinical
Connie Cappas	Clinical
Ann Mills Lovko	Clinical
Michael A. Griffith	Clinical
David J. Causey	Clinical
Graham J. Reid	Clinical
Ann Hryshko-Mullen	Clinical
Rhonda D'Imperio	Clinical
Deidre Donaldson	Clinical
Christine Ely	Clinical
Janet Reed	Clinical
Collin A. Lodico	Clinical
Neil R. Gottheil	Clinical
Frances Lynne Merk	Clinical
Lesli J. Preuss	Clinical
Jamie D. Berry	Clinical
Carri F. Maynard	Clinical
Stanley Edwards	Clinical
Rabia Malik	Clinical
Sharon Ezop	Clinical
Mitzi M. Arnett	Clinical
Daniel S. Zomchek	Clinical
Susan Klein	Clinical
Jeffrey Vanderploeg	Clinical
Sarah Martin	Clinical
Kristen Saveliev	Clinical
Krist Volkenant	Clinical
Elizabeth Kryszak	Clinical
Jason Drummond	Clinical
Sarah Domoff	Clinical
Elizabeth Kryszak	Clinical
Stace Bradbury	Clinical
Samantha Holt	Clinical

Jim Flanders - 1

Daniel L. Johnson	Social
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Freeburne, Max - 1

Bruce E. Peck	Experimental
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Fritz, Charlotte - 1

Katherine Alexander	I-O
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Jennifer Gillespie - 2

Patricia Barger	I-O
Jennifer Yugo	I-O
Michael Daniels	I-O

Anne Gordon – 3

Mary Kaplar	Clinical
Anthony Lauricella	Clinical
Patrick Nebl	NCS

Bob Guion - 21

Frank J. Landy	I-O
Russell E. Johannesson	I-O
Thomas E. Standing	I-O
David P. Jones	I-O
Glenn T. Ball	I-O
Elizabeth R. Summers	I-O
Michael L. White	I-O
John D. Arnold	I-O
Eileen S. C. O'Keefe	Clinical
Ellen M. Papper	I-O
Darryl A. Lang	I-O
Karen Budzeika	I-O
Rick Hackett	I-O
Susan W. Stang	I-O
Michael Brannick	I-O
Anthony Edwards	I-O
Joan Brannick	I-O
Kelly Jo Brookhouse	I-O
Paul J. Cook	I-O
Wade M. Gibson	I-O
Philip A. Ikomi	I-O

Milt Hakel - 18

Teresa Heckart	I-O
Felipe de la Torre	I-O
Maria del Pilar Torres-Delaney	I-O
Michele Haff Brodke	I-O
Doug Maynard	I-O
Tanya L. Andrews	I-O
Sheila A. McCormick	I-O
Charlie L. Reeve	I-O
Brian D. Crewe	I-O
Christianne Spitzmuller	I-O
Maggie Brooks	I-O
Lilly Lin	I-O
Alan Walker	I-O
Mike Gillespie	I-O
Jessica Blackburn	I-O
Mahyulee Coletat	I-O

Dev Dalal	I-O
Erin Gerber	I-O

Scott Highhouse - 20

Jennifer A. Kihm	I-O
Anita C. McClough	I-O
Jerel E. Slaughter	I-O
Evan F. Sinar	I-O
Shelba Devendorf	I-O
Jason Moore	I-O
Erin Thornbury	I-O
Ashley Guidroz	I-O
Michael Lodato	I-O
Nicholas Salter	I-O
Maya Yankelevich	I-O
Dalia Diab	I-O
Kevin Nolan	I-O
Michael Daniels	I-O
Nicole Peterson	I-O
Ryan Whorton	I-O
Don Zhang	I-O
Thaddeus Rada	I-O
Yi Wang	I-O
Yuyan Zhang	I-O

Harry Hoemann - 5

Barbara J. Keyes	Developmental
Janis I. Briga	Developmental
Engin Orel-Crosby	Developmental
Linda E. Busch	Clinical
Joshua A. Ginzler	Developmental

Janet Hyde - 6

Eva Geiringer	Developmental
Phyllis Berg Aude	Clinical
Allen Yates	Experimental
Terrie A. Buczek	Clinical
Nancy E. MacDonald	Developmental
Thomas F. Sawyer	Experimental

Steve Jex - 18

Craig Crossley	I-O
Jennifer Burnfield	I-O
Linda Whinghter	I-O
Melissa Cohen	I-O
Jesse Erdheim	I-O
Christopher Cunningham	I-O
Gabriel DeLaRosa	I-O
Jason Kain	I-O
Katherine Alexander	I-O
Sakurai Kenjii	I-O

YoungAh Park	I-O
Michael Sliter	I-O
Punima Gopalkrishnan	I-O
Jennifer McInroe	I-O
Justin Sprung	I-O
Ashlie Britton	I-O
Christopher Chang	I-O
Jasmine Khosravi	I-O

Hal Johnson - 25

Bram C. Goldwater	Experimental
Joel S. Bergman	Clinical
Michael J. Cohen	Experimental
George P. Prigatano	Clinical
Jerry R. May	Clinical
Richard Delman	Clinical
Gary E. Jones	Clinical
Charles W. Alexander	Clinical
William R. Leber	Clinical
Bruce D. Naliboff	Clinical
Evamaria Blass	Clinical
Danny R. Lowe	Clinical
Guy Melvin	Clinical
Pearl S. Berman	Clinical
Ellen M. Cohen	Clinical
Richard J. Yanchar	Clinical
Raul Diaz	Clinical
Patrick Mason	Clinical
Anthony Rizzuto	I-O
Michael E. Robinson	Clinical
Kevin A. Lauer	Clinical
Michael W. Faust	Clinical
Kimberly Chin	Clinical
Linda Broeckl	Clinical
Larry Nulton	Experimental

Don Kausch - 10

Lawrence O. Brown	Clinical
Suzanne Bachman	Clinical
Joseph Galano	Clinical
Paul W. Kettlewell	Clinical
Lyle E. Kantor	Clinical
Daniel E. Dossa	Clinical
Rhonda Skupas Cameron	Clinical
Sarah Bohn	Clinical
Arlene B. Staubsinger	Clinical
Howard Kessler	Clinical

Stu Keeley - 21

Harold D. Ferber	Clinical
Glen Mendels	Clinical
Irwin Grossman, Jr.	Clinical

John C. Brooke	Clinical
Joel Mowrey	Clinical
Marnee Swope	Clinical
Donald U. Robertson	Clinical
Ronald W. Waller	Clinical
Pamela K. Thompson	Clinical
Colleen L. Barlow	Clinical
Robin Burks	Clinical
Michael Reed	Clinical
Erin K. Walsh	Clinical
Theresa Bena Markowitz	Clinical
Ingeborg Hrabowy	Clinical
Leslie C. Zaynor	Clinical
Mary Jen Meerdink	Clinical
Norrine L. Ostrowski	Social
Lisa M. Lewandowski	Clinical
Ronda R. Harrison	Clinical
Rahan S. Ali	Clinical

Jennifer Kinney - 3

Mary J. Gage	Clinical
Annette R. Hoffman	Clinical
Heather Jewell	Clinical

Neil Kirschner - 2

Mitchell I. Clionsky	Clinical
Dennis Schimmel	Clinical

Dale Klopfer - 3

Mark G. Rivardo	Experimental
Brandi Klein	NCS
Samuel Jaffee	NCS

Marv Kumler - 1

Ronald M. Goldberg	Clinical
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Don Leventhal - 9

John E. Ho	Clinical
James E. Oliver	Clinical
George W. Persely	Clinical
Robert Gresen	Clinical
Michel D. Cox	Clinical
Joyce L. Carbonell	Clinical
Deborah Ware Balogh	Clinical
Scott H. Gammeter	Clinical
Bart C. Ferraro	Clinical

Annette Mahoney - 18

Terri L. Lewis	Developmental
Margaret D. Barham	Clinical
Lisa R. Query	Clinical

Paul A. Boxer	Clinical
Heidi N. Hawkins	Clinical
Jamie L. Wieber	Clinical
Gina M. Gianni	Clinical
Rachel Cheyne	Clinical
Rebecca Lakin	Clinical
Elizabeth Krumrei	Clinical
Heidi Warner	Clinical
Krystal Hernandez	Clinical
Lisa Grimes	Clinical
Lisa Backus	Clinical
Michelle LeRoy	Clinical
Katherine Kusner	Clinical
Anna Hawley	Clinical
Emily Padgett	Clinical

Devin McAuley – 3

Jonathan Miiller	Experimental
Nathaniel Miller	Experimental
Molly Henry	Experimental

Walt McKeever - 14

Max Suberi	Clinical
Allen D. Vandeventer	Clinical
Michael S. Dixon	Clinical
Kathleen M. Gill	Clinical
Thomas L. Jackson, Jr.	Clinical
David R. Holmes	Clinical
Anne L. Hoff	Clinical
Michael F. Marino	Clinical
James Diehl	Clinical
Kathleen F. Sullivan	Clinical
Daniel R. Nolan	Clinical
Karen Seitz	Clinical
Annette J. Krutsch	Clinical
Deborah A. Rich	Clinical

Russell Matthews – 2

Alexadra Henderson	I-O
Kelsey Jo Kessie	I-O

Dara Musher-Eizenman - 13

Alexis D. Kulick	Clinical
Nicole P. Yuan	Clinical
Stephanie A. Danner	Clinical
Anna V. Persson	Developmental
Laura Edwards-Leeper	Developmental
Shayla Holub	Developmental
Courtney Galliger	Developmental
Jennie Neufeld	Clinical
Jessica Hauser	Clinical

Molly Meers	Clinical
Amy Storfer-Isser	Developmental
Allison Kiefner Burmeister	Developmental
Molly Meers	Clinical
Jenna Marx	Clinical

Jack Mynatt - 14

Judy L. Gay	Social
Daniel B. Pliske	Social
Glen F. Strobel	Clinical
Jeffrey S. Kreutzer	Clinical
Lee M. Markowitz	Social
Luanne Conley	Social
C. Keith Hulse	Clinical
William Dragan	Social
Kenneth A. Lovko, Jr.	Clinical
Gordon Sokoll	Social
Ricardo A. Frazer	I-O
Debra Schroeder	Social
Barbara Kopp Miller	Social
Curtis Brant	Social

Mike Nagy - 4

Donald Ray	Experimental
James M. Murphy	Experimental
Kenneth J. Porada	Experimental
Michael J. Forster	Experimental

Bill O'Brien - 23

William Brent Coy	Clinical
Julianne Zweifel	Clinical
Jerald Ogrisseg	Clinical
Jennifer Schuler	Clinical
Robert Taylor	Clinical
Jennifer L. Anthony	Clinical
Kally M. Baskind	Clinical
Jori A. Berger	Clinical
Hilary J. Hasinger	Clinical
Roksana Korchynsky	Clinical
Jennifer Yarab	Clinical
Jennifer McGrath	Clinical
Allison Collins	I-O
Carlos Perez-Benitez	Clinical
Purvi Shah	Clinical
Chris Chiros	Clinical
Heather Schwetschenau	Clinical
Eileen Delaney	Clinical
Jebediah Northern	Clinical
Paul Goetz	Clinical
Erin Bannon	Clinical
Victoria Carhart	Clinical
Kyoung Baik	Clinical

Kevin Pang - 2

Ryan Yoder	Experimental
Jonathan Miiller	Experimental

Jaak Panksepp - 19

Rick B. Meeker	Experimental
Barbara H. Herman	Experimental
Thomas R. Vilberg	Experimental
Kenneth L. Davis	Experimental
Najma Najam	Experimental
John Rossi, III	Experimental
Paul Bishop	Experimental
Loring J. Crepeau	Experimental
Stephen M. Siviyy	Experimental
Larry Normansell	Experimental
Satoshi Ikemoto	Experimental
Eric Nelson	Experimental
Christine Nocjar	Experimental
David B. Whitestone	Clinical
Marni Bekkedal	Experimental
Joelle McBride Floriana	Clinical
Eric L. Scott	Experimental
Nakia S. Gordon	Experimental
Jeffrey Bugdorf	Experimental

Ken Pargament - 43

Ruben Echemendia	Clinical
Greg Greenwood	Clinical
Mark S. Sullivan	Clinical
Richard A. Jenkins	Clinical
Rion B. Kweller	Clinical
Joseph Kennell	Clinical
William P. Kooistra	Clinical
Jon S. Newman	Clinical
David Ensing	Clinical
Mark Rye	Clinical
Brian Zinnbauer	Clinical
Brenda S. Cole	Clinical
Nancy J. Grevengoed	Clinical
William L. Hathaway	Clinical
Monica Blum	Clinical
Ellen Bush	Clinical
Kimberly van Haitsma	Clinical
Michael Sytniak	Clinical
Timothy Belavich	Clinical
Michael G. Weinborn	Clinical
Cherilyn Yvette Taylor	Clinical
Erin Emery	Clinical
Nalini Tarakeshwar	Clinical
Aaron B. Murray-Swank	Clinical
Nichole A. Murray-Swank	Clinical

Ethan Benore	Clinical
Eric Butter	Clinical
Gene Ano	Clinical
Gina Magyar-Russell	Clinical
Amy Wachholz	Clinical
Kelly Trevino	Clinical
Hisham Abu Raiya	Clinical
Quinten Lynn	Clinical
Kavita Desai	Clinical
Carol Ann Faigin	Clinical
Meryl Gibbel	Clinical
David Rosmarin	Clinical
Maria Gear	Clinical
Jeremy Cummings	Clinical
Devon Superville	Clinical
Steven Lucero	Clinical
Melissa Falb	Clinical
Margaret Bockraft	Clinical
<i>Don Ragusa - 1</i>	
Sandra Lee Mankins	Experimental
<i>Steve Rogelberg - 1</i>	
Alexandra Luong	I-O
<i>Ben Rosenberg - 2</i>	
Warren J. Welsh	Clinical
Saul Rosenberg	Clinical
<i>Harold Rosenberg – 21</i>	
Patricia Stanik	Clinical
Eric G. Devine	Clinical
Sandra Alexander	Clinical
Kimberly Hendricks	Clinical
Linda Meyerholtz	Clinical
Dale L. Kulick	Clinical
Joel Guarna	Clinical
John M. Wryobeck	Clinical
Kristina Phillips	Clinical
Amelia Versland	Clinical
Chelsea Baylen	Clinical
Erica Pristas	Clinical
Shanna Murray	Clinical
Erin Bonar	Clinical
Erica Hoffman	Clinical
Shane Kraus	Clinical
Lisham Ashrafioun	Clinical
Nicole Cross	Clinical
Alan Davis	Clinical
Justine Ray	Clinical
Kristin Lauritsen	Clinical

Ann Marie Ryan - 9

Laura K. Mattimore	I-O
Mark Schmit	I-O
Karen Barbera	I-O
Stephane Brutus	I-O
Diane Daum	I-O
Luis Parra	I-O
Michele L. Grisez	I-O
William J. Shepherd, III	I-O
Chet Robie	I-O

Lowell Schipper - 2

Jack A. Thorpe, Jr.	I-O
Howard G. Rothstein	Experimental

John Schuck - 6

Edward M. Baker	I-O
Glenn J. Larrabee	Clinical
Frank Orosz	Clinical
Vanessa del Carmen Irizarry	Experimental
Lawrence R. Fischetti	Clinical
Willie Roy Johnson	I-O

J. P. Scott - 8

Richard f. Gottier	Experimental
Ching Tse Lee	Experimental
Victor J. DeGhett	Experimental
J. Michael Compton	Experimental
Terry F. Pettijohn	Experimental
John M. Stewart	Experimental
Patricia Ebert	Experimental
John Gurski	Experimental

Ken Shemberg - 26

Nelson W. Freeling	Clinical
Jeffrey A. Gliner	Experimental
Wiley C. Rasbury	Clinical
Alan D. Garton	Clinical
Juris Mezinskis	Clinical
Kenneth A. Siegel	Clinical
Dale A. Hicks	Clinical
Ronald B. Margolis	Clinical
Kenneth G. Neville	Clinical
Sung Kim	Clinical
Daniel B. Nagelberg	Clinical
Marlys Reetz	Clinical
Ronald J. Wutchiett	Clinical
Mary Katherine Kotansky-Kennedy	Clinical
Susan E. Minyard	Clinical
Susan Kohaut	Clinical
Harry Adamakos	Clinical

Kathleen Ryan	Clinical
Jay Buckiewicz	Clinical
Anne Gibson Hulse	Clinical
Richard G. Lee	Clinical
Donna J. Cooley	Clinical
Kathleen M. Morris	Clinical
Ann M. Brian	Clinical
M. Lane Keleman	Clinical
Michelle Wood-Pelnick	Clinical

Irwin Silverman - 6

William H. Eull	Clinical
Jeffrey Dansky	Developmental
Gloria Vanderhorst	Developmental
Saundra C. Winokur	Developmental
Arthur Rose	Developmental
Hilary Sowa	Developmental

Valerie Simon

Sarah McElroy	Clinical
---------------	----------

Carlla Smith - 7

Bob E. Hayes	I-O
Rob Schmieder	I-O
Marian Silverman	I-O
Susan E. Hahn	I-O
Lisa Perez	I-O
Monica A. Hemingway	I-O
Gwenith G. Fisher	I-O

Kirk Smith - 7

Paul Foos	Experimental
Harvey L. Noyes	Experimental
Rebecca Pliske	Experimental
David M. Egan	Clinical
Joseph Kamouri	I-O
Diane Schertler Rohlman	Experimental
David Baskind	Developmental

Patricia Smith - 12

Sheldon Zedeck	I-O
Stephen Wollack	I-O
Nicholas J. Imparato	I-O
Jan P. Wijting	I-O
James G. Goodale	I-O
David J. Hazard	I-O
Joseph R. Weintraub	I-O
Reginald A. H. Goodfellow	I-O
Julius M. Sheffers	I-O
Clyde Stutts	I-O
Bonnie A. Sandman	I-O
Barry A. Seeskin	I-O

Jeff Stanton - 1

Shreya T. Sarkar-Barney	I-O
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Cathy Stein - 24

Helene Stafford Suh	Clinical
Lee Ann Bass	Clinical
Andrew Freeberg	Clinical
Thomas C. Jewell	Clinical
Marcia Ward	Clinical
William E. Russner	Clinical
Carla L. Krichbaum	Clinical
Scott A. Craft	Clinical
Maria J. O'Connell	Clinical
Dryw O. Dworsky	Clinical
Marcia Hunt	Clinical
Russell Phillips III	Clinical
Erin Vasconcelles	Clinical
Danielle Potokar	Clinical
Kristen Abraham	Clinical
David Faigin	Clinical
Christine McAuliffe	Clinical
Alexis Hamill	Clinical
Shinakee Gumber	Clinical
Jaclyn Leith	Clinical
Samantha Jesse	Clinical
Lawrence Osborn	Clinical
Wendy Fogo	Clinical
Sarah Greenburg	Clinical

Gene Stone - 5

David E. Hyatt	I-O
Sandro J. Iannicca	I-O
Richard S. Tallarigo	I-O
Lance E. Anderson	I-O
Thomas M. Ruddy	I-O

John Tisak - 4

Dushka Crane-Ross	Developmental
Christopher Mutch	Quantitative
Jing Wang	Clinical
Qijuan Fang	Developmental

Marie Tisak - 8

Dushka Crane-Ross	Developmental
Amanda Maynard	Developmental
Michele L. George	Developmental
Sara E. Goldstein	Developmental
Kimberly Laurene	Developmental
Tracie Baker	Clinical
Qijuan Fang	Developmental

Carolyn Tompsett - 7

Gina Veits	Clinical
Kelly Amrhein	Clinical
Morgan Dynes	Clinical
Jennifer Lackey	Clinical
Justine Ray	Clinical
Francis Bonadio	Clinical
Sarah Hassan	Clinical

Ryan Tweney - 13

Gary W. Heiman	Experimental
Robert T. Aiello	Developmental
Mark E. Stevens	Developmental
Patricia Petretic-Jackson	Developmental
Stephen A. Yachanin	Experimental
Bonnie Walker	Experimental
Wei Jing Chia	I-O
Carol A. Tolbert	Experimental
Tamela Whipple Bresler	Clinical
Elke Kurz	Experimental
Maria Ippolito	Developmental
Yanlong Sun	Experimental
Lauren Gonce	Experimental

Doug Ullman - 13

Russell A. Barkley	Clinical
Fred Kadushin	Clinical
Nancy Fiedler	Clinical
Frank J. Floyd	Clinical
Gregory S. Jurenc	Clinical
Bruce W. Colburn	Clinical
Deborah Warner	Clinical
Alice Holly	Clinical
Michael Kindt	Clinical
Bruce Kottler	Clinical
Molly C. Grossman	Clinical
Eric J. Slora	Clinical
LeeAnn M. Lape-Brinkman	Clinical

Russ Veitch - 5

Daniel L. Arkkelin	Social
Anthony Piccione	Clinical
Susan Potts	Clinical
Nora Villemur Yanchar	Clinical
Cynthia L. Koshatka	Clinical

Bob Warehime - 2

Daniel Penrod	Clinical
Ernest Boswell	Clinical

Mike Zickar - 18

Shahnaz Aziz	I-O
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David C. Mohr	I-O
Julie Fuller	I-O
Robert Gibby	I-O
Mo Wang	I-O & Developmental
Steven Russell	I-O
Amanda Julian	I-O
Olga Clark	I-O
Eyal Grauer	I-O
Ian Little	I-O
Alison Broadfoot	I-O
Nathan Carter	I-O
Katherine Sliter	I-O
Christopher Lake	I-O
Scott Withrow	I-O
Julia Berger	I-O
Garett Foster	I-O
Rachel King	I-O

Number of PhDs Awarded by Advisor

Since 1968, when our first PhD was minted, through August 2007, the Psychology Department has awarded 747 PhD degrees. The distribution by faculty is below. The number of PhDs awarded by advisor exceeds the number of PhDs awarded because a number of students had dual advisors.

Betsy Allgeier	17
Ken Alvares	14
Rich Anderson	7
Bob Andrews	1
Pete Badia	22
Bill Balzer	17
Vern Bingman	9
Maggie Brooks	1
Rob Carels	16
John Cavanaugh	18
Y-Wei Chen	7
Bob Conner	4
Joe Cranny	22
Casey Cromwell	4
Don DeRosa	4
Mke Doherty	15
Eric Dubow	39
Jim Flanders	1
Max Freeburne	1
Jennifer Gillespie	3
Anne Gordon	4
Bob Guion	21
Milt Hakel	18
Mary Hare	1
Scott Highhouse	20
Harry Hoemann	5
Janet Hyde	6
Steve Jex	18
Hal Johnson	25
Don Kausch	10
Stu Keeley	21
Jennifer Kinney	3
Neil Kirschner	2
Dale Klopfer	3
Marv Kumler	1
Don Leventhal	9
Annette Mahoney	18
Russ Matthews	2
Devin McAuley	3
Walt McKeever	14
Dara Musher-Eizenman	13
Jack Mynatt	14
Mike Nagy	4
Bill O'Brien	25
Kevin Pang	2

Jaak Panksepp	19
Ken Pargament	43
Don Ragusa	1
Steve Rogelberg	1
Ben Rosenberg	1
Harold Rosenberg	21
Ann MarieRyan	9
Lowell Schipper	2
John Schuck	6
J. P.Scott	8
Ken Shemberg	26
Irwin Silverman	6
Valerie Simon	1
Carlla Smith	7
Kirk Smith	7
Pat Smith	12
Jeff Stanton	1
Cathy Stein	24
Gene Stone,	5
John Tisak	4
Marie Tisak	8
Carolyn Tompsett	7
Ryan Tweney	13
Doug Ullman	14
Russ Veitch	5
Bob Warehime	2
Mike Zickar	18

Σ 752

Master's Degrees Awarded by Year and Area

(Degrees are not identified by area until after the inception of the PhD program)

1949

James G. Bond	-	Max Freeburne
Marta Clavel	-	John Wenrick
Michael Hoshiko	-	Max Freeburne
Richard Kaiser	-	John Wenrick
John Wells	-	James Wright
Mary Wells	-	John Wenrick

1950

Murray Fleischer	-	Max Freeburne
Marvin Reisman	-	Mylen Fitzwater
Charles Silver	-	
James Wright		
Edward Stark	-	Wenrick & Fitzwater
John Taylor	-	Max Freeburne

1951

Ralph Blanco	-	Max Freeburne
Ruby Engle	-	Frank Arnold
Joseph Moylan	-	Frank Arnold
Andrew Pickup	-	Frank Arnold
Edward Pinkman	-	Mylen Fitzwater
Ralph Prout	-	James Wright
Robert Rose	-	Max Freeburne
Elaine Taylor	-	Max Freeburne
Winifred Wagner	-	Frank Arnold
Meyer Weinstein	-	Mylen Fitzwater
Chester Yeyna	-	Mylen Fitzwater

1952

Morton DeBroff	-	Mylen Fitzwater
Earl Kronenberger	-	Max Freeburne
Randolph Thrush	-	Mylen Fitzwater
Verne Walter	-	Frank Arnold

1953

Marcus Barbour	-	Frank Arnold
Gloria Fellers	-	Betty Corwin
Richard Henning	-	Frank Arnold
Mary Herke	-	Frank Arnold
Thomas Orr	-	Frank Arnold
Richard Rosensteel	-	Bob Guion

Marvin Schneider	-	Max Freeburne
Erna Schwerin	-	Mylen Fitzwater
Sidney Varian	-	Mylen Fitzwater

1954

Vernon Damm	-	Mylen Fitzwater
James Higgins	-	Betty Corwin
Arnold Kaufman	-	Mylen Fitzwater
Eileen Kelley	-	Betty Corwin
James Kelly	-	Frank Arnold

1955

Thomas Byrne	-	Max Freeburne
Richard Cramer	-	Max Freeburne

1956

Donald Butler	-	Mylen Fitzwater
Carl Poling	-	Frank Arnold

1957

George Bourassa	-	Bob Guion
Antonio Gianelli	-	Max Freeburne
Spencer Grond	-	Bob Guion
James Lauber	-	Ben Rosenberg
John Schuck	-	John T. Greene

1958

Robert Griswold	-	Max Freeburne
John Nicholson	-	Bob Guion
Roland Stedwill	-	Ben Rosenberg

1959

Marshall Brenner	-	Bob Guion
Marilyn Marshall	-	John T. Greene

1960

Barbara Bonawitz	-	Brian Sutton-Smith
Robert Bonkowski	-	Ben Rosenberg
Donald Bruce	-	Max Freeburne

1961

William Adams	-	Bob Guion
Seymour Cabin	-	Kurt Haas
Judith Graves	-	John T. Greene
Paul Hirschfield	-	John T. Greene
Ronald Holzschuh	-	Richard Crager
James Owens	-	Brian Sutton-Smith
Judith Page	-	Ben Rosenberg
James Robins	-	Bob Guion
Robert Smith	-	Bob Guion
Donald Templer	-	Wenrick & Schuck
Nelson Umble	-	Bob Guion

1962

Carol Barker	-	Ben Rosenberg
Richard Gottier	-	John T. Greene
Robert Hetrick	-	Kurt Haas
Elio Jacobozzi	-	Bob Guion
Don McKechnie	-	Max Freeburne
Louis Meyers	-	John Schuck
Thomas Morosko	-	John Schuck
Howard Nathan	-	John Schuck
J. Bruce Overmeier	-	John Schuck
Louise Owens	-	Brian Sutton-Smith
Donald Proud	-	Brian Sutton-Smith
Douglas Ross	-	Max Freeburne

1963

Eleanore Barts	-	John Exner
Thurston Cosner	-	John T. Greene
Delbert Jones	-	Bob Guion
Eugene Nedilsky	-	Max Freeburne
Anthony Palumbo	-	Max Freeburne
Marc Riedel	-	Brian Sutton-Smith
David Shoemaker	-	John Schuck

1964

Lawrence Brown	-	John Exner
Robert Dies	-	John Exner
Jacob Elliott	-	Max Freeburne
Charles Kemmler	-	John Exner
Martin Levy	-	Pete Badia
Edwin Shirkey	-	J. Conrad Schwartz
Sheridan Truesdale	-	J. Conrad Schwartz
Seymour Weissman	-	Max Freeburne
Morley Welsh	-	Dick Shore
Raymond White	-	John T. Greene

1965

Thomas Endress	-	John Exner
William Eull	Clinical	John T. Greene
Howard Fromkin	-	Dick Shore
Melvyn Hollander	-	Pete Badia
Gordon Mather	-	John T. Greene
Bonnie McBane	-	Pete Badia
Paul Tangeman	-	Pete Badia
Robert Weedall	-	Dick Shore
Myron Zajkowski	-	John T. Greene

1966

Robert Collins	-	Max Freeburne
Christopher Convery	Clinical	Bob Guion
Tom Dobmeyer	I-O	Bob Guion
Roy Goldman	Experimental	Max Freeburne
Judith Griffiths	-	Ben Rosenberg
Donald Hackenberg	-	Max Freeburne
John Harold	Clinical	Mike Merbaum
Frank Landy	I-O	Ben Rosenberg
Sandra Lawson	-	John Exner
Paul Lewis	Experimental	Pete Badia
Patrick Lilja	Clinical	John Paul Scott
Kay Loftus	-	Max Freeburne
Horace Lukens	Clinical	Mike Merbaum
William Mohler	Clinical	Pete Badia
Anthony Palmer	-	J. Conrad Schwartz
Milton Peters	Clinical	Max Freeburne
Rosalie Plotkin	-	J. Conrad Schwartz
Aneita Sharples	Clinical	Brian Sutton-Smith
John Stewart	-	John T. Greene

1967

Richard H. Defran	Experimental	Pete Badia
Arthur Elbert	I-O	Bob Guion
Nelson Freeling	Clinical	Don Ragusa
Howard Haven	-	Brian Sutton-Smith
Barry Hensel	Clinical	Mike Merbaum

Theresa Huang	-	Carol Vale
Nicholas Imparato	I-O	Pat Smith
Richard Kepner	Clinical	Ben Rosenberg
Ching-Tse Lee	Experimental	Pete Badia
David Morgan	-	Pete Badia
David Ragan	Clinical	Max Freeburne
James Seitz	Clinical	Mike Doherty
Garvin Shankster	-	Pete Badia
Elliott Sharpe	Clinical	Brian Sutton-Smith
Jack Singer	I-O	Bob Guion
Thomas Standing	I-O	Joe Cranny
Steve Suter	Experimental	Pete Badia
Arnold Swertloff	-	Bob Guion
Leon Vande Creek	Clinical	Max Freeburne
Benny Williams	-	Max Freeburne
Kay Chi Yu	Experimental	Mike Doherty
Sheldon Zedeck	I-O	Pat Smith

1968

Lawrence Allman	Clinical	Ben Rosenberg
Loren Applebaum	I-O	Pat Smith
Carol DeBlik	Clinical	John Exner
Kurt Elster	I-O	Bob Guion
J. Preston Harley	Experimental	Pete Badia
Cooper Holmes	Clinical	Don Leventhal
John Ho	Clinical	John Paul Scott
Russell Johannesson	I-O	Pat Smith
Carolyn Keefe	Experimental	Hal Johnson
Fred Lee	Clinical	Ken Shemberg
Fern Lushbough	Clinical	Ken Shemberg
Jerry May	Clinical	Hal Johnson
John Miller	I-O	Bob Guion
Robert Rakestraw	I-O	Pat Smith
Wiley Rasbury	Clinical	Pete Badia
Winston Schwyhart	I-O	Pat Smith
Warren Welsh	Clinical	Ben Rosenberg

1969

Edward Baker	I-O	Joe Cranny
Michael Cohen	Experimental	Hal Johnson
Philip Compton	Clinical	Max Freeburne
Richard Crisci	Clinical	Stu Keeley
Jean Cryan	-	Ben Rosenberg
Stuart Culbertson	Experimental	Pete Badia
Linda Mininger	Clinical	John Schuck
James DeWinter	Clinical	Freeburne
David Doane	Clinical	Don DeRosa
Sara Glendinning	Clinical	Hal Johnson
Jeffrey Gliner	Experimental	Pete Badia
George Persely	Clinical	Don Leventhal

Michael Tenebaum	Experimental	John Schuck
Bob Tiell	Clinical	Don Ragusa
Carol Waldschmidt	Clinical	Don Ragusa
1970		
Steven Cohen	-	Edgar Daniels
Charles Coker	Experimental	Pete Badia
Harold Ferber	Clinical	Don DeRosa
Benjamin Fryser	I-O	Ira Robert Andrews
Jo-Ann Giordano	Clinical	Stu Keeley
Merilyn Grinnell	Developmental	Stu Keeley
Jim Holzworth	Experimental	Mike Doherty
Sandra Mankins	Experimental	Don Ragusa
Robert Otteman	Experimental	Pete Badia
Robert Pasen	Clinical	Ken Shemberg
1971		
Suzanne Bachman	Clinical	John Schuck
Clara Barut	Experimental	Don Ragusa
Ronald Crain	I-O	Joe Cranny
Constance DeLair	Experimental	John Schuck
Christina Kaminsky	Clinical	DeRosa
Glen Mendels	Clinical	James P. Flanders
James Oliver	Clinical	Don Leventhal
Frank Orosz	Clinical	John Schuck
Judith Stone	Clinical	Irwin Silverman
Joseph Weintraub	I-O	Bob Guion
1972		
Roger Baumgarte	Experimental	Don DeRosa
Michael Cox	Clinical	Don Leventhal
Jeffrey Dansky	Developmental	Irwin Silverman
Patricia Ebert	Experimental	John Paul Scott
David Fero	Clinical	Ken Shemberg
Regina Goodfellow	I-O	Pat Smith
Stewart Gordon	Clinical	Joe Cranny
Robert Gresen	Clinical	Don Leventhal
John Harsh	Experimental	Pete Badia
Patricia Leggett	Experimental	John Paul Scott
Robert Mial	-	Pat Smith
Christine Panyard	Clinical	Marvin Kumler
Terry Pettijohn	Experimental	John Paul Scott
Donald Ray	Experimental	John T. Greene
David Stoecker	Clinical	Ben Rosenberg
Neal Thornberry	I-O	Joe Cranny
1973		
Richard Delman	Clinical	Hal Johnson

Paul Foos	Experimental	Kirk Smith
Eva Geiringer	Developmental	Janet S. Hyde
Kathleen Gill	Clinical	Walt McKeever
Gregory Harper	Clinical	Max Freeburne
Gary Jones	Clinical	Hal Johnson
Barbara Keyes	Developmental	Harry Hoemann
William Mertz	Clinical	Mike Doherty
James Mitchell	I-O	Joe Cranny
Kenneth Siegel	Clinical	Ken Shemberg
Russell Strausbaugh	I-O	Kenneth Alvares
Allan Van Deventer	Clinical	Walt McKeever
Ronald Waller	Clinical	Don Leventhal

1974

Phyllis Berg	Clinical	Don Leventhal
John Bernardin	I-O	Kenneth Alvares
Peter Bradley	Experimental	Don DeRosa
Mitchell Clionsky	Clinical	Jack Mynatt
Michael Dixon	Clinical	Janet S. Hyde
James Freeman	Experimental	Pete Badia
Judith Gay	Social	Ryan Tweney
Marlene Goldberg	Experimental	Pete Badia
Ronald Goldberg	Clinical	Jim Hastings
Irwin Grossman	Clinical	Stu Keeley
John Hazer	I-O	Kenneth Alvares
Gary Heiman	Experimental	Ryan Tweney
Barbara Herman	Experimental	Mike Nagy
Dale Hicks	Clinical	Ken Shemberg
Steven Inger	Social	Jack Mynatt
David Johnson	Social	John Schuck
David Jones	I-O	Bob Guion
Dennis Lee	I-O	Kenneth Alvares
Rick Meeker	Experimental	Jaak Panksepp
James Murphy	Experimental	Mike Nagy
Daniel Penrod	Clinical	Bob Warehime
Byll Reeve	Clinical	Don Kausch
James Rollo	I-O	Pat Smith
Jack Roose	I-O	Mike Doherty
Mark Sabol	Experimental	Don DeRosa
Max Suberi	Clinical	Walt McKeever
Alexander Swan	Social	John Schuck
Linda Winzeler	Clinical	Jim Hastings

1975

William Alexander	Clinical	Hal Johnson
Richard Aude	I-O	Joe Cranny
Glenn Ball	I-O	Bob Guion
Russell Barkley	Clinical	Doug Ullman
Ken Davis	Experimental	John Paul Scott
Barbara Fuller	Experimental	Ryan Tweney

Thomas Jackson	Clinical	Jim Hastings
Paul Kettlewell	Clinical	Neil Kirschner
Kathleen Krost	Experimental	Jaak Panksepp
Ronald Margolis	Clinical	Ken Shemberg
Kenneth Neville	Clinical	Ken Shemberg
Harold Pearce	Experimental	Pete Badia
Patricia Petretic	Developmental	Ryan Tweney
Michael Ritter	Experimental	Jaak Panksepp
Donald Robertson	Clinical	Stu Keeley
James Rodeghero	I-O	Kenneth Alvares
Dennis Schimmel	Clinical	Neil Kirschner
Rhonda Skupas	Clinical	Ryan Tweney
Clyde Stutts	I-O	Pat Smith
Thomas Verney	I-O	Kenneth Alvares
James Warheit	I-O	Joe Cranny

1976

Bruce Abbott	Experimental	Pete Badia
Daiel Arkkelin	Social	Russ Veitch
Noel Bean	Experimental	Bob Conner
Terrie Buczek	Clinical	Stu Keeley
Joyce Carbonell	Clinical	Don Leventhal
Lea Cole	Clinical	Doug Ullman
Teresa Gallion	Social	Jack Mynatt
Lyle Kantor	Clinical	Don Kausch
William Leber	Clinical	Hal Johnson
Nancy MacDonald	Developmental	Irwin Silverman
Anthony Piccione	Social	Russ Veitch
Kenneth Porada	Experimental	Mike Nagy
Cynthia Porter	-	Neil Kirschner
Patrick Reilly	Experimental	Jaak Panksepp
Anthony Rucci	I-O	Joe Cranny
George Scheuch	Experimental	Bob Conner
Mark Stevens	Developmental	Jean Rogers
Dennis Sweeney	I-O	Kenneth Alvares
Marny Swope	Clinical	Doug Ullman
Michele Walker	Clinical	Ken Shemberg

1977

John Arnold	I-O	Bob Guion
Eve Blass	Clinical	Hal Johnson
John Brooke	Clinical	Stu Keeley
Donald Brown	Experimental	Kirk Smith
Bruce Colburn	Clinical	Doug Ullman
Elizabeth Franklin	I-O	Bob Guion
David Holmes	Clinical	Walt McKeever
Fred Kadushin	Clinical	Doug Ullman
Sung Kim	Clinical	Neil Kirschner
Thomas Lee	I-O	Pat Smith
David Lopater	I-O	Kenneth Alvares

Joel Mowrey	Clinical	Stu Keeley
Daniel Nagelberg	Experimental	Mike Nagy
Lori Otto	Clinical	Neil Kirschner
Diane Phillis	Developmental	Janet S. Hyde
Susan Potts	Clinical	Neil Kirschner
Marlys Reetz	Clinical	Ken Shemberg
Bonnie Sandman	I-O	Pat Smith
Glen Strobel	Clinical	Jim Sorenson
Sharon Tkacz	Experimental	Don DeRosa
Deborah Warner	Clinical	Stu Keeley

1978

Deborah Balogh	Clinical	John Schuck
Paul Bishop	Experimental	Jaak Panksepp
Bruce Erenkrantz	I-O	Joe Cranny
Nancy Fiedler	Clinical	Doug Ullman
Anne Hoff	Clinical	Walt McKeever
Phil Lichtenfels	I-O	Kenneth Alvares
Charles Maniscalco	Experimental	Don DeRosa
Najma Najam	Experimental	Jaak Panksepp
Thomas Oakley	Social	Jack Mynatt
Rebecca Pliske	Experimental	Kirk Smith
Robert Polfus	Clinical	Walt McKeever
Linda Powell	I-O	Bob Guion
Kathleen A. Ryan	Experimental	Pete Badia
Barry Seeskin	I-O	Pat Smith
Freida Soares	Experimental	Jaak Panksepp
Pamela Thompson	Experimental	Janet S. Hyde

1979

Ernest Boswell	Clinical	Hal Johnson
Janis Briga	Developmental	Harry Hoemann
Cheryl Dreakford	Clinical	Ken Shemberg
David Egan	Clinical	Kirk Smith
Gregory Jurenc	Clinical	Doug Ullman
Susan Kohut	Clinical	Ken Shemberg
Mark Kurman	I-O	Kenneth Alvares
Eileen O'Keefe	Clinical	Janet S. Hyde
Ellen Papper	I-O	Hal Johnson
Daniel Pliske	Experimental	Ryan Tweney
Arthur Rose	Developmental	Irwin Silverman
Mitchell Shack	I-O	Bob Guion
Sarah Smith	Experimental	Mike Nagy
Wendy Soubel	I-O	Kenneth Alvares
Julio Sasaki	I-O	Kenneth Alvares
Nora Villemur	Clinical	Janet S. Hyde
Ronald Wutchiett	Clinical	Ken Shemberg

1980

Ellen Cohen	Clinical	Hal Johnson
Daniel Dossa	Clinical	Bob Conner
Bart Ferraro	Clinical	Howie Markman
Frank Floyd	Clinical	Howie Markman
Michael Forster	Experimental	Mike Nagy
Kathleen Friedland	Clinical	Hal Johnson
Scott Gammeter	Clinical	Don Leventhal
Willie Johnson	I-O	Bob Guion
Patricia Knowles	Experimental	Pete Badia
Lee Markowitz	Social	Ryan Tweney
Carol Reinhardt	Clinical	John Schuck
Nancy Serbin	Developmental	Irwin Silverman
Eugenia Shittu	Developmental	Harry Hoemann
William Silverman	I-O	Kenneth Alvares
Richard Yanchar	Clinical	Hal Johnson

1981

William Alford	I-O	Mike Doherty
Grady Baccus	Clinical	Doug Ullman
Linda Bearse	I-O	Kenneth Alvares
Pearl Berman	Clinical	Hal Johnson
Sarah Bohn	Clinical	Don Leventhal
Luanne Conley-Brown	Social	Jack Mynatt
Mary Elmanahi	Clinical	Hal Johnson
Norman Finkelberg	Clinical	Howie Markman
Marie Francosky	I-O	Bob Guion
Steven Johnson	I-O	Bob Guion
J. Douglas Keller	I-O	Joe Cranny
Katherine Kotansky	Clinical	Howie Markman
Michael Marino	Clinical	Walt McKeever
Susan Minyard	Clinical	Ken Shemberg
Winifred Rex	Developmental	Kirk Smith
John Rossi	Experimental	Jaak Panksepp
Kathleen Sullivan	Clinical	Walt McKeever
Mark Sullivan	Clinical	Howie Markman
Jay Tombaugh	I-O	Bob Guion
Laura Wallrabenstein	I-O	Kenneth Alvares

1982

Jay Buckiewicz	Clinical	Ken Shemberg
Karen Budzeika	I-O	Bob Guion
Ruben Echemendia	Clinical	Ken Pargament
Lawrence Fischetti	Clinical	Don Leventhal
Greg Greenwood	Clinical	Judy Tudor
Kristina Greenwood	Clinical	Judy Tudor
Larry Hatcher	I-O	Joe Cranny
Catherine Honig	I-O	Judy Tudor
Anne Hulse	Clinical	Ken Shemberg
Keith Hulse	Social	Jack Mynatt
Vanessa Irizarry	Experimental	John Schuck

Kathy Manges	Clinical	Ken Shemberg
Janet Miller	I-O	Kenneth Alvares
Robert Pred	I-O	Bob Guion
Tony Sahley	Experimental	Jaak Panksepp
Michael Salick	I-O	Joe Cranny
Susan Stang	I-O	June Hahn
Susan Tucker	I-O	Mike Doherty
Mark Zimmerman*	I-O	Chares J. Cranny

* Awarded posthumously.

1983

Michel Brannick	I-O	June Hahn
Kelly Brookhouse	I-O	Bob Guion
Peter Bycio	I-O	Kenneth Alvares
Wei Jing Chia	I-O	Bob Guion
Raul Diaz	Clinical	Hal Johnson
Joseph Kennell	I-O	Jack Mynatt
Howard Kessler	Clinical	Don Kausch
Deirdre Knapp	I-O	Joe Cranny
Rion Kweller	Clinical	Doug Ullman
Joan Posey	I-O	Bob Guion
Karen Seitz	Clinical	Walt McKeever
Eric Slora	Clinical	Doug Ullman
Randy Sokoll	Social	Jack Mynatt
Edward Stepanski	Clinical	Pete Badia
Peter Uher	I-O	Bob Guion
Craig Vickio	Clinical	John Cavanaugh
David Wells	Clinical	Don Leventhal
Sheila Vercruysse	Clinical	John Cavanaugh
Kenneth York	I-O	Joe Cranny

1984

Harry Adamakos	Clinical	John Schuck
Dorothy Brikmanis	Clinical	Stu Keeley
Robin Burks	Clinical	Stu Keeley
Debra Chesser	I-O	Kenneth Alvares
William Dragan	Social	Jack Mynatt
Lisa Helwig	I-O	Mike Doherty
Rollin Nagel	I-O	Joe Cranny
Jennifer Roth	Clinical	Pat deHaas
Erin Walsh	Clinical	John Cavanaugh
Dieter Zirkler	I-O	Bill Balzer
Nancy Zuidema	Developmental	John Cavanaugh

1985

Colleen Barlow	Clinical	Stu Keeley
Mary Browning	Developmental	John Cavanaugh
Rena Corbin	Experimental	Mike Nagy

Mary Daley	I-O	Bill Balzer
Nancy Grevengeod	Clinical	Ken Pargament
Leslie Klockmann	I-O	Joe Cranny
Richard Lee	Clinical	John Schuck
Patti Parkison	Clinical	Walt McKeever
Judith Powell	Clinical	Betsy Allgeier
Michael Robinson	Clinical	Hal Johnson
Craig Rush	Experimental	Jaak Panksepp
Corey Seitz	I-O	Bill Balzer
Susan Snyder	Clinical	John Schuck
Arlene Staubsinger	Clinical	Pat deHaas
Lorne Sulsky	I-O	Bill Balzer
Diana Vega-Ortiz	I-O	Bob Guion
Bonnie Walker	Experimental	Ryan Tweney

1986

Susan Caruso	Clinical	Betsy Allgeier
Donna Cooley	Clinical	Ken Shemberg
James Cox	Experimental	Jaak Panksepp
Richard Deyo	Experimental	Robert M. Conner
David Ensing	Clinical	Walt McKeever
Kathryn Falgout	I-O	Joe Cranny
Wade Gibson	I-O	Bob Guion
Philip Ikomi	I-O	Bob Guion
Annette Krutsch	Clinical	Walt McKeever
Ann Lovko	Clinical	Doug Ullman
Kathleen Morris	Clinical	Ken Shemberg
Jon Newman	Clinical	Ken Pargament
Karen Paul	I-O	Joe Cranny
David Pollack	I-O	Bill Balzer
Connie Tilse	Developmental	Harry Hoemann
Richard Warren	Clinical	John Cavanaugh
Nancy Wesensten	Experimental	Pete Badia

1987

Lance Anderson	I-O	Bill Balzer
David Carkenord	I-O	Bill Balzer
Loring Crepeau	Experimental	Jaak Panksepp
William Culpepper	Experimental	Pete Badia
Bob Hayes	I-O	Carlla Smith
Ingeborg Hrabowy	Clinical	Betsy Allgeier
William Kooistra	Clinical	Ken Pargament
Bruce Kottler	Clinical	Doug Ullman
William Lammers	Experimental	Pete Badia
Kenneth Lovko	Clinical	Doug Ullman
Maureen Lucas	Clinical	Betsy Allgeier
Sharon Miller	Developmental	John Cavanaugh
Raymond O'Connor	I-O	Bill Balzer
Dean Rallof	Clinical	Hal Johnson
Barbara Reilly	I-O	Mike Doherty

Christopher Reilly	I-O	Bill Balzer
Helene Stafford	Clinical	Irwin Silverman
Daniel Suh	Clinical	John Cavanaugh
David Whitestone	Clinical	Hal Johnson
Christine Woroniecki	Clinical	Hal Johnson
Leslie Zaynor	Clinical	Stu Keeley

1988

Annette Alves	I-O	Bill Balzer
Nancy Breen	Clinical	Eric Dubow
Kimberly Chin	Clinical	Hal Johnson
Ricardo Frazer	I-O	Jack Mynatt
William Hathaway	Clinical	Ken Pargament
Heidi Josephson	I-O	Bill Balzer
Theodore Kreuzer	I-O	Mike Doherty
Robert Lee	Clinical	Kausch & J. Tisak
Mary Jen Meerdink	Clinical	Betsy Allgeier
Brenda Moretta	Developmental	John Cavanaugh
Lawrence Normansell	Experimental	Jaak Panksepp
Hannah Olsen	I-O	Carlla Smith
Michael Taitel	Clinical	Ken Pargament
Kimberly VanderMeulen	Clinical	Nancy Jo Dunn
Michael Whalen	I-O	Bill Balzer

1989

Ann Brian	Clinical	Doug Ullman
Linda Busch	Clinical	Harry Hoemann
Elizabeth Green	Developmental	Harry Hoemann
Michael Griffith	Clinical	Cathy Stein
Molly Grossman	Clinical	Doug Ullman
Leslie Hammer	I-O	Gene Stone
Robbin Holley	Clinical	Ken Pargament
Sabra Jacobs	Developmental	Jack Mynatt
Sharon Lovell	I-O	Gene Stone
Romy Nocera	Developmental	Irwin Silverman
Todd Nalodka	I-O	Bill Balzer
Jonathan Nigrine	Clinical	Jack Mynatt
Sandra Parham	I-O	Bill Balzer
Debra Schroeder	Social	Jack Mynatt
Kenneth Sumner	I-O	Bill Balzer
Shelley Travis	Social	Betsy Allgeier

1990

Karen Barbera	I-O	Ann Marie Ryan
Monica Blum	Clinical	Ken Pargament
Theresa Brown	Social	Betsy Allgeier
Ellen Bush	Clinical	Ken Pargament
David Harper	Experimental	Kirk Smith
Alice Holly	Clinical	Doug Ullman

Satoshi Ikemoto	Experimental	Jaak Panksepp
Barbara Kopp	Social	Jack Mynatt
Janet Reed	Clinical	Eric Dubow
William Russner	Clinical	Cathy Stein
Jim Seavey	Clinical	Hal Johnson
Kurt Wassink	Clinical	Eric Dubow
Tamela Whipple	Clinical	Doug Ullman

1991

Todd Bauman	I-O	Carlla Smith
Linda Broeckl	Clinical	Hal Johnson
David Causey	Clinical	Eric Dubow
Dushka Crane	Developmental	Harry Hoemann
Matthew Evans	Clinical	Nancy Jo Dunn
Reva Heron	Social	Betsy Allgeier
Karen Katilus	Experimental	Kirk Smith
Michael Kindt	Clinical	Doug Ullman
Karen Mattimore	I-O	Bill Balzer
Lisa McGuire	Developmental	John Cavanaugh
Sarah Moore-Hirschl	I-O	Joe Cranny
Luis Parra	I-O	Ann Marie Ryan
Graham Reid	Clinical	Eric Dubow
Ronald Ross	Clinical	Betsy Allgeier
Jean Russner	Clinical	Stu Keeley
Diane Schertler	Experimental	Kirk Smith
Robert Schmieder	I-O	Carlla Smith
Mark Schmit	I-O	Ann Marie Ryan
Marian Silverman	I-O	Carlla Smith
Michael Sytniak	Clinical	Ken Pargament
Michael Wiederman	Clinical	Betsy Allgeier

1992

David Baskind	Developmental	John Cavanaugh
Michelle Boecker	Experimental	Pete Badia
Diane Daum	I-O	Ann Marie Ryan
Rhonda D'Imperio	Clinical	Eric Dubow
Deirdre Donaldson	Clinical	Eric Dubow
Christine Ely	Clinical	Doug Ullman
Michelle Grisez	I-O	Ann Marie Ryan
Michele Haaf	I-O	Carlla Smith
Ann Hryshko-Mullen	Clinical	Eric Dubow
Annette Isacson	Clinical	John Cavanaugh
Emlee Kohler	Experimental	Vern Bingman
Patricia Murphy	Experimental	Pete Badia
Brian Myers	Experimental	Pete Badia
Eric Myers	Clinical	John Cavanaugh
Patricia Stanik	Clinical	John Cavanaugh
Sheia Volmer	I-O	Carlla Smith
Gordon Yates	Experimental	Mike Nagy
Julianne Zwiefel	Clinical	Ken Jones & O'Brien

1993

Michael Albert	Clinical	Betsy Allgeier
Sherral Austin	Clinical	Betsy Allgeier
Stephane Brutus	I-O	Ann Marie Ryan
Kristin Campbell	Clinical	Doug Ullman
Susan Chitwood	Experimental	Ryan Tweney
William Coy	Clinical	Jennifer Kinney
Patricia Crowe	Social	Ken Pargament
Felipe DeLaTorre	I-O	Ann Marie Ryan
Eric Devine	Clinical	Harold Rosenberg
Lisa Dunlap	Clinical	Jason Dura
Hugh Garavan	Experimental	Mike Doherty
Rodney Hughes	Experimental	Dale Klopfer
Maria Ippolito	Developmental	Irwin Silverman
Teresa Kruger	I-O	Carlla Smith
Judy Lightner	I-O	Milt Hakel
Collin Lodico	Clinical	Eric Dubow
Joelle McBride	Clinical	Jaak Panksepp
Dawn McKee	Clinical	Doug Ullman
Lynne Merk	Clinical	Eric Dubow
Jennifer Passage	Social	Betsy Allgeier
Lauren Ritters	Experimental	Vern Bingman
Deborah Schmidt	Clinical	Eric Dubow
Pilar Torres-Delaney	I-O	Carlla Smith
Dana Trypus	Developmental	Harry Hoemann
Mary Yusko	Clinical	Jennifer Kinney

1994

Lee Ann Bass	Clinical	Cathy Stein
Timothy Belavich	Clinical	Ken Pargament
Randall Chadwick	Experimental	Mike Doherty
Andrew Freeberg	Clinical	Cathy Stein
Michelle Gaines	Clinical	Betsy Allgeier
Deanna Graf	I-O	Milt Hakel
Susan Hahn	I-O	Carlla Smith
Carla Krichbaum	Clinical	Hal Johnson
Michael Lamping	Developmental	Marie Tisak
Jerald Ogrisseg	Clinical	Jason Dura
Norrine Ostrowski	Social	John Cavanaugh
Jennifer Schuler	Clinical	Bill O'Brien
Kelly Suttman	Clinical	Bill O'Brien
Bethany Troth	Experimental	Bill Balzer
Heidi VandKemp	Social	Jack Mynatt
Marcia Ward	Clinical	Cathy Stein
Michelle Wood	Clinical	Ken Shemberg
Ken Wright	Experimental	Pete Badia

1995

Sandra Alexander	Clinical	Harold Rosenberg
Marni Bekkedal	Experimental	Jaak Panksepp
Jori Berger	Clinical	Bill O'Brien
Curtis Brant	Social	Ken Pargament
Kimberly Burd	I-O	Ann Marie Ryan
Brenda Cowell	Clinical	Ken Pargament
Sharon Ezop	Clinical	John Cavanaugh
Lisa Friedel	I-O	Ken Pargament
Joshua Ginzler	Developmental	Marie Tisak
Alvin Heard	I-O	Joe Cranny
Monica Hemingway	I-O	Carlla Smith
Kimberly Hendricks	Clinical	Harold Rosenberg
LeeAnn Lape	Clinical	Doug Ullman
Bryan Maach	I-O	Harold Goldstein
Marianne Mancini	Developmental	Marie Tisak
Lnda Meyerholtz	Clinical	Harold Rosenberg
Eric Nelson	Experimental	Jaak Panksepp
Steven Plenzler	Experimental	Pete Badia
Lisa Query	Clinical	Harold Rosenberg
Mark Rivardo	Experimental	Rich Anderson
Mark Rye	Clinical	Eric Dubow
Allie Scott	Clinical	Harold Rosenberg
Christine Sensibaugh	Social	Betsy Allgeier
William Shepard	Experimental	Ann Marie Ryan
Heather Sprague	Clinical	Jennifer Kinney
Todd Thorsteinson	I-O	Bill Balzer
Michael Weinborn	Clinical	Ken Pargament
Brian Zinnbauer	Clinical	Ken Pargament

1996

Jennifer Anthony	Clinical	Bill O'Brien
Ann Bailey	Deelopmental	Harry Hoemann
Rachel Cheyne	Clinical	Harold Rosenberg
Scott Craft	Clinical	Cathy Stein
Ellen Cullman	Clinical	Ken Pargament
Stanley Edwards	Clinical	Eric Dubow
Gary Greguras	I-O	Bill Balzer
Jennifer Irwin	I-O	Bill Balzer
Karen Ishler	Clinical	Ken Pargament
Amanda Jankowski	Developmental	Marie Tisak
Thomas Jewell	Clinical	Cathy Stein
Roksana Korchynsky	Clinical	Elizabeth Semenchuk
Douglas Maynard	I-O	Milt Hakel
Lisa Perez	I-O	Carlla Smith
Robert Ployhart	I-O	Ann Marie Ryan
Rebecca Rouiller	Clinical	Eric Dubow
Hilary Sowa	Developmental	Irwin Silverman
Julia Stiles-Shiple	Experimental	Dale Klopfer
Rosemary Strasser	Experimental	Vern Bingman
Patrick Wise	Clinical	Bill O'Brien
Paul Yarab	Social	Betsy Allgeier

Jill Zerowin	Clinical	Ken Pargament
1997		
Rahan Ali	Clinical	Stu Keeley
Tanya Andrews	I-O	Steve Rogelberg
Jamie Berry	Clinical	Eric Dubow
Robin Cagle	Quantitative	John Tisak
Emiy Cointin	Developmental	Irwin Silverman
Sean Duncan	Experimental	Ryan Tweney
Tracy Gebing	Clinical	Stu Keeley
Joel Guarna	Clinical	Harold Rosenberg
Hiary Hassinger	Clinical	Bill O'Brien
Kathleen Hipp	Social	Jack Mynatt
Tracey Jewell	Developmental	Harry Hoemann
Jennifer Kihm	I-O	Carlla Smith
Dale Kulick	Clinical	Harold Rosenberg
Terri Lewis	Developmental	Marie Tisak
Anita McClough	I-O	Steve Rogelberg
Melanie Norwood	Developmental	Irwin Silverman
Teresa Parker	I-O	Milt Hakel
Lesli Preuss	Clinical	Marie Tisak

1998

Eric Beck	Experimental	Mike Nagy
Cheri Budzynski	Experimental	Vern Bingman
Kevin Cagle	Quantitative	John Tisak
Ramit Basi	Developmental	Betsy Allgeier
Eric Butter	Clinical	Ken Pargament
Brian Crewe	I-O	Milt Hakel
Christopher Drake	Clinical	Pete Badia
Jennifer Fabrizio	Clinical	Bill O'Brien
Michelle Fuiman	Social	Betsy Allgeier
Jody Hoffman	I-O	Steve Rogelberg
Melanie Jackson	Developmental	Marie Tisak
Donlad Kolz	Experimental	Dale Klopfer
Michael Lyde	Social	Jack Mynatt
Rabia Malik	Clinical	Doug Ullman
Charlie Reeve	I-O	Milt Hakel
Evan Sinar	I-O	Mike Zickar
Karen Ury	I-O	Steve Rogelberg

1999

Heidi Bobson	Clinical	Annette Mahoney
Paul Boxer	Clinical	Annette Mahoney
Allison Elder	I-O	Carlla Smith
Gwenith Fisher	I-O	Steve Rogelberg
Mar Goebel-Kamala	Clinical	Cathy Stein
Parul Gupta	Clinical	Doug Ullman
Ronda Harrison	Clinical	Stu Keeley

Amanda Julian	I-O	Jeff Stanton
Alexis Kulick	Clinical	Harold Rosenberg
John Leach	Experimental	Jack Mynatt
Alexandra Luong	I-O	Scott Highhouse
Jennifer McGrath	Clinical	Bill O'Brien
Rebecca Mettee-Carter	Clinical	Harold Rosenberg
Jason Moore	Experimental	Rich Anderson
Shreya Sarkar-Barney	I-O	Jeff Stanton
Adam Secor	Experimental	Kevin Pang
Aaron Swank	Clinical	Annette Mahoney
Nalini Tarakeshwar	Clinical	Ken Pargament
Cherilyn Taylor	Clinical	Ken Pargament
Nicole Yuan	Clinical	Harold Rosenberg

2000

Mitzi Arnett	Clinical	Eric Dubow
Shahnaz Aziz	I-O	Carlla Smith
Amy Burbage	Clinical	Annette Mahoney
Stephanie Danner	Clinical	Dara Musher-Eizenman
Erin Emery	Clinical	Ken Pargament
Sara Goldstein	Developmental	Marie Tisak
Nakia Gordon	Experimental	Jaak Panksepp
Rebecca Lakin	Clinical	Annette Mahoney
David Mohr	I-O	Mike Zickar
Nichole Murray	Clinical	Pargament
Maria O'Connell	Clinical	Cathy Stein
Anna Persson	Developmental	Dara Musher-Eizenman
Russell Phillips	Clinical	Ken Pargament
Gina Gianni	Clinical	Annette Mahoney
Daniel Zomchek	Clinical	Eric Dubow

2001

Ethan Benore	Clinical	Ken Pargament
Margaret Brooks-Laber	I-O	Scott Highhouse
Dryw Dworsky	Clinical	Cathy Stein
Laura Edwards-Leeper	Clinical	Betsy Allgeier
Susan Klein	Clinical	Eric Dubow
Lily Lin	I-O	Jeff Stanton
Maureen Egan	Clinical	Harold Rosenberg
Erin Foster	Clinical	Rob Carels
Marcia Hunt	Clinical	Cathy Stein
Gina Magyar	Clinical	Ken Pargament
Jennifer Siegel	Experimental	Vern Bingman
Christine Spitzmuller	I-O	Jeff Stanton
Derek Steinbrenner	I-O	Jeff Stanton

2002

Neil Berg	Experimental	Rich Anderson
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Amy Coffield	Clinical	Annette Mahoney
Christine Chiros	Clinical	Bill O'Brien
Melissa Cohen	I-O	Steve Rogelberg
Craig Crossley	I-O	Scott Highhouse
Julie Fuller	I-O	Mike Zickar
Robert Gibby	I-O	Mike Zickar
Mary Kaplar	Clinical	Ann Gordon
Carlos Perez-Benitez	Clinical	Bill O'Brien
Alana Raber	Clinical	Rob Carels
Steven Russell	I-O	Mike Zickar
Amy Wacholtz	Clinical	Ken Pargament
Ryan Yoder	Experimental	Kevin Pang

2003

Gene Ano	Clinical	Ken Pargament
Gail Anderson	Clinical	Eric Dubow
Holly Cacciapaglia	Clinical	Rob Carels
Olga Clark	I-O	Mike Zickar
Shelba Devendorf	I-O	Scott Highhouse
Eyal Grauer	I-O	Milt Hakel
Shayla Holub	Developmental	Dara Musher-Eizenman
Meghan Kahn	Experimental	Vern Bingman
Lissa Mann	Clinical	Cathy Stein
Ryan Mears	Experimental	Kevin Pang
Kristina Phillips	Clinical	Rob Carels
Danielle Potokar	Experimental	Kevin Pang
Erica Pristas	Clinical	Marie Tisak
Purvi Shah	Clinical	Bill O'Brien
David Slegers	Quantitative	John Tisak
Karin Tonkin	Clinical	Rob Carels
Jeffrey Vanderploeg	Clinical	Eric Dubow
Amelia Versland	Clinical	Harold Rosenberg
Mo Wang	Developmental	Yiwei Chen
Kelly Wright	Experimental	Kevin Pang

2004

Chelsea Baylen	Clinical	Harold Rosenberg
Jessica Blackburn	I-O	Milt Hakel
John Dalrymple	Experimental	Ann Gordon
Guyla Davis	Developmental	Yiwei Chen
Olivia Douglass	Clinical	Rob Carels
Robin Frutchey	Clinical	Bill O'Brien
Ian Little	I-O	Mike Zickar
Michael Lodato	I-O	Scott Highhouse
Kelly McConnell	Clinical	Ken Pargament
Amy Miller	Clinical	Anne Gordon
Nathanial Miller	Experimental	Devin McAuley
Valerie Moyer	Clinical	StuKeeley
David Mullins	Developmental	Marie Tisak
Edward Petruso	Experimental	Vern Bingman

Jennifer Schroeder	Clinical	Annette Mahoney
Nicole Sirrene	Clinical	Annette Mahoney
Katherine Smith	Clinical	Eric Dubow
Erin Thornbury	I-O	Scott Highhouse
Jing Wang	Quantitative	John Tisak

2005

Hisham AbuRayia	Clinical	Ken Pargament
Jeremy Athy	Experimental	Dale Klopfer
Christopher Ayala	Experimental	Devin McAuley
Jeffrey Burgdorf	Experimental	Jaak Panksepp
Chris Cunningham	Clinical	Steve Jex
Eileen Delaney	Clinical	Bill O'Brien
Jesse Erdheim	I-O	Steve Jex
Jessica Harper	Clinical	Rob Carels
Lance Jones	Experimental	John Tisak
Amanda Kelley	Experimental	Rich Anderson
Quinten Lynn	Clinical	Ken Pargament
Shaunna McCarthy	Clinical	Eric Dubow
Lauren Owsianeki	Experimental	Mary Hare
Heather Schwetschenau	Clinical	Bill O'Brien
Erin Vasconcelles	Clinical	Cathy Stein
Kthleen Young	Clinical	Rob Carels

2006

Tracie Baker	Clinical	Valerie Simon
Patricia Barger	I-O	Jennifer Gillespie
Steven Borawski	Experimental	Devin McAuley
Alison Broadfoot	I-O	Mike Zickar
Carissa Coit	Clinical	Rob Carels
Gabriel DeLaRosa	I-O	Steve Jex
Kavita Desai	Clinical	Ken Pargament
David Faigin	Clinical	Cathy Stein
Jeff Friedrich	Experimental	Mary Hare
Kelly Harmon	Experimental	Casey Cromwell
Jessica Hauser	Clinical	Dara Musher-Eizenman
Sarah Kobielski	Clinical	Valerie Simon
Sarah Martin	Clinical	Valerie Simon
Shanna Murray	Clinical	Valerie Simon
Brandi Patton	Experimental	Kevin Pang
Nicholas Salter	I-O	Jennifer Gillespie
Heidi Warner	Clinical	Annette Mahoney
Jennifer Yugo	I-O	Jennifer Gillespie

2007

Kristen Abraham	Clinical	Cathy Stein
Rosa Aguirre	Clinical	Cathy Stein
Erin Bonar	Clinical	Harold Rosenberg

Kyle Cabral	Clinical	Harold Rosenberg
Angela Capuano	Clinical	Marie Tisak
Leisha Colyn	Experimental	Ann Gordon
Lori Curtindale	Experimental	Devin McAuley
Ashley Fortress	Experimental	Kevin Pang
Molly Henry	Experimental	Devin McAuley
Anthony Lauricella	Clinical	Ann Gordon
Kelly Lister	Clinical	Eric Dubow
Xiaodong Ma	Clinical	Yiwei Chen
Christine McAuliffe	Clinical	Cathy Stein
Ann Mary Mercier	Experimental	Devin McAuley
Jennie Neufeld	Clinical	Dara Musher Eizenman
Michelle Pavlick	Clinical	Harold Rosenberg
Shuang Pui	I-O	Maggie Brooks
Haukur Sigurdsson	Clinical	Bill O'Brien
Tracy Tabaczynski	Experimental	Mary Hare
Maya Yankelovich	I-O	Steve Jex

2008

Jason Adams	I-O	Scott Highhouse
Jeremy Cummings	Clinical	Ken Pargament
Carol Ann Faigin	Clinical	Ken Pargament
Wendy Fogo	Clinical	Cathy Stein
Meryl Gibbel	Clinical	Ken Pargament
Justin Gilkey	Experimental	Rich Anderson
Krystal Hernandez	Clinical	Annette Mahoney
Jason Kain	I-O	Steve Jex
Ashley McFarland	Experimental	Casey Cromwell
Carmen Oemig	Clinical	Rob Carels
Aleisha Pfaff	Clinical	Cathy Stein
Kristyn Saveliev	Clinical	Eric Dubow
Erin Smith	I-O	Milt Hakel
Anna Zarubin	I-O	Milt Hakel

2009

Ryan Anderson	I-O	Mike Zickar
Katherine Alexander	I-O	Charlotte Fritz
Lisa Backus	Clinical	Annette Mahoney
Jason Drummond	Clinical	Eric Dubow
Amanda Gumble	Clinical	Rob Carels
Alexis Hamill	Clinical	Cathy Stein
Erica Hoffman	Clinical	Harold Rosenbeg
Kellie Janke	Experimental	Kevin Pang
Afton Koball	Clinical	Rob Carels
Michelle LeRoy	Clinical	Annette Mahoney
Bing Lin	I-O	Charlotte Fritz
Charles Maxey	Clinical	Eric Dubow
Jennifer McInroe	I-O	Steve Jex
Young Ah Park	I-O	Steve Jex
Olivia Pethtel	I-O	Yiwei Chen

Michael Sliter	I-O	Jennifer Gillespie
Emily Webber	NCS	Casey Cromwell
Katherine Wolford	I-O	Mike Zickar

2010

Erin Bannon	Clinical	Bill O'Brien
Michael Daniels	I-O	Jennifer Gillespie
Sarah Domoff	Clinical	Eric Dubow
B.randi Klein	Experimental	Dale Klopfer
Katherine Kusner	Clinical	Annette Mahoney
Christopher Lake	I-O	Mike Zickar
Steven Lucero	Clinical	Ken Pargament
Debra Maury	Experimental	Vern Bingman
Molly Meers	Clinical	Dara Musher-Eizenman
Emily Padgett	Clinical	Annette Mahoney
Tracey Raybourn	NCS	Devin McAuley
Louis Vinke	Experimental	Devin McAuley

2011

Rachel Atchley	NCS	Mary Hare
Kari Dudte	Clinical	Marie Tisak
Melissa Falb	Clinical	Ken Pargament
Purni Gopalkrishnan	I-O	Steve Jex
Allison Kiefner	Developmental	Dara Musher-Eizenman
Elizabeth Kryszak	Clinical	Eric Dubow
Ryan Peterson	Experimental	Vern Bingman
Michelle Rubinlicht	Clinical	Eric Dubow
Justin Sprung	I-O	Steve Jex
Scott Withrow	I-O	Bill Balzer

2012

Jacob Burmeister	Clinical	Rob Carels
Alan Davis	Clinical	Harold Rosenberg
Melissa Falb	Clinical	Ken Pargament
Anna Hawley	Clinical	Annette Mahoney
Nova Hinman	Clinical	Rob Carels
Sarah Kirkendall	I-O	Scott Highhouse
John Kostek	Clinical	Scott Highhouse
Lawrence Osborn	Clinical	Kathy Stein
Justine Ray	Clinical	Bill O'Brien
Nicole Wood	I-O	Mike Zickar

2013

Layal Abadi	Clinical	Mahoney
Kelly Amrhein	Clinical	Tompsett
Julia Berger	I-O	Chris Nye
Stacey Bradbury	Clinical	Dubow

Ashlie Britton	I-O	Jex
Victoria Carhart	Clinical	O'Brien
Christopher Chang	I-O	Brooks
Morgan Dynes	Clinical	Tompsett
Margaret Feuille	Clinical	Pargament
Jennifer Hayman Lackey	Clinical	Tompsett
Sarah Hassan	Clinical	Tompsett
Debra Hoffmann	Clinical	Carels
Samantha Holt	Clinical	Dubow
Samuel Jaffee	NCS	Klopfer
Thaddeus Rada	I-O	Highhouse
Lisa Reinemann	Clinical	Dubow
Jiaxi Wang	Developmental	Chen
Don Zhang	I-O	Chris Nye

2014

Jessica Borushok	Clinical	Rob Carels
Donna Burdzy	Clinical	Ken Pargament
Vincent Coppola	NCS	Vern Bingman
Joshua Curry	I-O	Scott Highhouse
Sarah Greenberg	Clinical	Kathy Stein
Rachel King	I-O	Mike Zickar
Jasmine Khosravi	I-O	Maggie Brooks
Pat Nebl	NCS	Anne Gordon
Joshua Ricker	NCS	Casey Cromwell
Kelsey-Jo Ritter	I-O	Russell Matthews
Tatiana Rodriguez	Clinical	Bill O'Brien

2015

Alison Bayne	I-O	Steve Jex
Zachariah Bashore	NCS	Rich Anderson
Garett Foster	I-O	Mike Zickar
Brent Lang	Clinical	Harold Rosenberg
Gina Mattei	Clinical	Eric Dubow
Sara McKersie	I-O	Russell Matthews
Kelle Moracz	I-O	Maggie Brooks
Cassandra Pentzien	Clinical	Eric Dubow
Catherine Petrowski	Clinical	Cathy Stein
Lindsey Roberts	Clinical	Carolyn Tompsett
Aaron Sedlar	Clinical	Eric Dubow
Brittany Sizemore	NCS	Vern Bingman
Yi Wang	I-O	Scott Highhouse
Don Zhang	I-O	Scott Highhouse

2016

Christopher Arnold	I-O	Scott Highhouse
Maren Froemming	Clinical	Eric Dubow
Christopher Gamsby	I-O	Mary Hare
Sabrina Gonzales	Clinical	Cathy Stein
Lynnel Goodman	Clinical	Eric Dubow
Scott Graupendsperger	Dev	Marie Tisak
Alexandra Henderson	I-O	Russell Matthews
Kristin Horan	I-O	Steve Jex

Hanyi Min	I-O	Maggie Brooks
Samantha Nesnidol	I-O	Scott Highhouse
Rolf Ritchie	Clinical	Bill O'Brien
Stacy Sim	I-O	Clare Barratt
Rajinder Singh	Clinical	Bill O'Brien
Sindia Swaminathan	Clinical	Carolyn Tompsett
Lauren Yaeger	NCS	Rich Anderson

2017

Marissa Acerbi	NCS	Vern Bingman
Jared Branch	NCS	Rich Anderson
Elizabeth Emley	Clinical	Dara Musher-Eizenman
Hannah Geis	Clinical	Eric Dubow
Assia Ghoul	Clinical	Eric Dubow
Jessica Harti Majcher	Clinical	Cathy Stein
Brittany Halverstadt	NCS	Casey Cromwell
Nicholas Howald	I-O	Maggie Brooks
Cjresti Jensen	Dev	Marie Tisak
Brendan Lortie	I-O	Maggie Brooks
Gabriella Merandi	Clinical	Cathy Stein
Julie Pomerlau	Clinical	Annette Mahoney
Tabitha Waite	Clinical	Carolyn Tompsett
ShelbyWise	I-O	Clare Barratt
Serena Wong	Clinical	Annette Mahoney

Number of Master's Degrees Awarded by Year and Area

Year	All	Clin	I-O	Exp	Dev	Soc	Quant	Neural & Cog, Cog Sci	General
1948	0								
1949	6								6
1950	6								6
1951	11								11
1952	4								4
1953	9								9
1954	5								5
1955	2								2
1956	2								2
1957	5								5
1958	3								3
1959	2								2
1960	3								3
1961	11								11
1962	12								12
1963	7								7
1964	10								10
1965	9	1							8
1966	19	7	2	2	0	0	0		8
1967	22	7	5	4	0	0	0		6
1968	17	9	6	2	0	0	0		0
1969	15	9	1	4	0	0	0		1
1970	10	3	1	4	1	0	0		1
1971	10	6	2	2	0	0	0		0
1972	16	6	2	6	1	0	0		1
1973	13	8	2	1	2	0	0		0
1974	28	10	6	8	0	4	0		0
1975	21	9	6	5	1	0	0		0
1976	21	7	2	6	2	3	0		1
1977	21	12	5	3	1	0	0		0
1978	16	4	4	7	1	0	0		0
1979	17	8	5	2	2	0	0		0
1980	15	8	2	2	2	1	0		0
1981	20	10	7	1	1	1	0		0
1982	19	7	p	2	0	1	0		0
1983	19	9	9	0	0	1	0		0
1984	11	5	4	0	1	1	0		0
1985	17	8	5	3	1	0	0		0

1986	17	8	5	3	1	0	0		0
1987	21	11	6	3	1	0	0		0
1988	15	7	6	1	1	0	0		0
1989	16	6	5	0	3	2	0		0
1990	13	8	1	2	0	2	0		0
1991	21	9	7	2	2	1	0		0
1992	18	8	4	5	1	0	0		0
1993	25	12	5	4	2	2	0		0
1994	18	10	2	3	1	2	0		0
1995	28	13	6	5	2	2	0		0
1996	22	11	5	2	3	1	0		0
1997	18	7	4	1	4	1	1		0
1998	17	4	5	3	2	2	1		0
1999	20	12	5	3	0	0	0		0
2000	15	10	2	1	2	0	0		0
2001	13	8	4	1	0	0	0		0
2002	13	6	5	2	0	0	0		0
2003	20	10	3	4	2	0	1		0
2004	17	8	3	3	2	0	1		0
2005	16	9	1	6	0	0	0		0
2006	19	8	5	4	1	0	0		0
2007	20	12	2	6	0	0	0		0
2008	14	8	4	2	0	0	0		0
2009	18	8	8	1	0	0	0	1	0
2010	12	6	2	3	0	0	0	1	0
2011	10	4	3	1	1	0	0	1	0
2012	10	7	2	0	0	0	0	1	0
2013	18	11	5	0	1	0	0	1	0
2014	11	4	3	0	0	0	0	2	0
2015	14	6	6	0	0	0	0	2	0
2016	15	6	7	0	1	0	0	1	0
2017	15	8	3	0	1	0	0	3	0
Totals	993	418	221	210	50	27	4	14	124

Master's Degrees Awarded by Advisor

Betsy Allgeier - 19

Judith Powell	Clinical
Susan Caruso	Clinical
Ingeborg Hrabowy	Clinical
Maureen Lucas	Clinical
Mary Jen Meerdink	Clinical
Shelly Travis	Social
Theresa Brown	Social
Reva Heron	Social
Ronald Ross	Clinical
Michael Wiederman	Clinical
Michael Albert	Clinical
Sherral Austin	Clinical
Jennifer Possage	Social
Michelle Gaines	Clinical
Christine Sensibaugh	Social
Paul Yarab	Social
Ramit Basi	Developmental
Michelle Fuiman	Social
Laura Edwards-Leeper	Clinical

Ken Alvares - 18

Russell Strausbaugh	I-O
John Bernardin	I-O
John Hazer	I-O
Dennis Lee	I-O
James Rodeghero	I-O
Thomas Verney	I-O
Dennis Sweeney	I-O
David Lopater	I-O
Phil Lichtenfels	I-O
Mark Kurman	I-O
Wendy Soubel	I-O
Julio Sasaki	I-O
William Silverman	I-O
Linda Bearse	I-O
Laura Wallrabenstein	I-O
Janet Miller	I-O
Peter Bycio	I-O
Debra Chesser	I-O

Rich Anderson - 8

Mark Rivardo	Experimental
Jason Moore	Experimental
Neil Berg	Experimental
Amanda Kelley	Experimental
Justin Gilkey	Experimental
Zachariah Bashore	NCS
Lauren Yaeger	NCS
Jared Branch	NCS

Bob Andrews - 1

Benjamin Fryser I-O

Frank Arnold- 11

Ruby Engle -
 Joseph Moylan -
 Andrew Pickup -
 Winifred Wagner -
 Verne Walter -
 Marcus Barbou -
 Richard Henning -
 Mary Herke -
 Thomas Orr -
 James Kelly -
 Carl Poling -

Pete Badia - 34

Martin Levy -
 Melvyn Hollander -
 Bonnie McBane -
 Paul Tangeman -
 Paul Lewis Experimental
 William Mohler Clinical
 Richard H. Defran Experimental
 Ching-Tse Lee Experimental
 Davd Morgan -
 Garvin Shankster -
 Steve Suter Experimental
 J. Preston Harley Experimental
 Wiley Rasbury Clinical
 Stuart Culbertson Experimental
 Jeffrey Gliner Experimental
 Charles Coker Experimental
 Robert Otteman Experimental
 John Harsh Experimental
 James Freeman Experimental
 Marlene Goldberg Experimental
 Harold Pearce Experimental
 Bruce Abbott Experimental
 Kathleen A. Ryan Experimental
 Patricia Knowles Experimental
 Edward Stepanski Experimental
 Nancy Wesensten Experimental
 William Culpepper Experimental
 William Lammers Experimental
 Michelle Boecker Experimental
 Patricia Murphy Experimental
 Brian Myers Experimental
 Ken Wright Experimental
 Steven Plenzler Experimental
 Christopher Drake Clinical

Bill Balzer – 21

Dieter Zirkler	I-O
Mary Daley	I-O
Corey Seitz	I-O
Lorne Sulsky	I-O
David Pollack	I-O
Lance Anderson	I-O
David Carkenord	I-O
Raymond O'Connor	I-O
Christopher Reilly	I-O
Annette Alves	I-O
Heidi Josephson	I-O
Michael Whalen	I-O
Todd Nalodka	I-O
Sandra Parham	I-O
Kenneth Sumner	I-O
Karen Mattimore	I-O
Bethany Troth	Experimental
Todd Thorsteinson	I-O
Gary Greguras	I-O
Jennifer Irwin	I-O
Scott Wihrow	I-O

Clare Barratt – 2

Stacy Sim	I-O
Shelby Wise	I-O

Vern Bingman – 16

Emlee Kohler	Experimental
Lauren Ritters	Experimental
Rosemary Strasser	Experimental
Cheri Budzynski	Experimental
Jennifer Siegel	Experimental
Meghan Kahn	Experimental
Edward Petruso	Experimental
Emlee Kohler	Experimental
Debra Maury	Experimental
Ryan Peterson	Experimental
Vincent Coppola	NCS
Maury, Debra	Experimental
Peterson, Ryan	Experimental
Coppola, Vincent	NCS
Brittany Sizemore	NCS
Merissa Acerbi	NCS
Brittany Sizemore	NCS
Missa Acerbi	NCS

Maggie Brooks - 7

Shuang Pui	I-O
Chrisopher Chang	I-O
Jasmine Khosravi	I-O

Kelle Moracz	I-O
Hanyi Min	I-O
Howard Nicholas	I-O
Brendan Lortie	I-O

Rob Carels - 16

Erin Foster	Clinical
Alana Raber	Clinical
Holly Cacciapaglia	Clinical
Kristina Phillips	Clinical
Karin Tonkin	Clinical
Olivia Douglass	Clinical
Jessica Harper	Clinical
Kathleen Young	Clinical
Carissa Coit	Clinical
Carmen Oemig	Clinical
Amanda Gumble	Clinical
Afron Kobal	Clinical
Jacob Burmeister	Clinical
Nova Hinman	Clinical
Debra Hoffmann	Clinical
Jessica Borushok	Clinical

John Cavanaugh - 16

Craig Vickio	Clinical
Sheila Verduyze	Clinical
Erin Walsh	Clinical
Nancy Zuidema	Developmental
Mary Browning	Developmental
Richard Warren	Clinical
Sharon Miller	Developmental
Daniel Suh	Developmental
Brenda Moretta	Developmental
Lisa McGuire	Developmental
David Baskind	Developmental
Annette Isaacson	Clinical
Eric Myers	Clinical
Patricia Stanik	Clinical
Norrine Ostrowski	Social
Sharon Ezop	Clinical

Yiwei Chen - 5

Guyla Davis	Developmental
Mo Wang	Developmental
Elizabeth Pethtel	Developmental
Wang, Jiaxi	Developmental
Ma Xiaodong	Developmental

Bob Conner. - 4

Noel Bean	Experimental
George Scheuch	Experimental
Daniel Dossa	Clinical

Richard Deyo Experimental

Betty Corwin - 3

Gloria Fellers -
James Higgins -
Eileen Kelley -

Richard Crager - 1

Ronald Holzschuh -

Joe Cranny - 22

Thomas Standing I-O
Edward Baker I-O
Ronald Crain I-O
Stewart Gordon Clinical
Neal Thornberry I-O
James Mitchell I-O
Richard Aude I-O
James Warheit I-O
Anthony Rucci I-O
Bruce Erenkrantz I-O
J. Douglas Keller I-O
Larry Hatcher I-O
Mark Zimmerman* I-O
Michael Salick I-O
Deirdre Knapp I-O
Kenneth York I-O
Rollin Nagel I-O
Leslie Klockmann I-O
Kathryn Falgout I-O
Karen Paul I-O
Sarah-Moore Hirschl I-O
Alvin Heard I-O

*Awarded posthumously

Casey Cromwell - 5

Kelly Harmon Experimental
Ashley McFarland Experimental
Emily Weber NCS
Joshua Ricker NCS
Brittany Halverstadt NCS

Edgar Daniels - 1

Steven Cohen -

Pat DeHaas - 2

Jennifer Roth Clinical
Arlene Staubsinger Clinical

Don DeRosa - 8

David Doane Experimental
Harold Ferber Clinical

Christina Kaminsky	Clinical
Roger Baumgarte	Experimental
Peter Bradley	Experimental
Mark Sabol	Experimental
Sharon Tkacz	Experimental
Charles Maniscalco	Experimental

Mike Doherty - 12

James Seitz	Clinical
Kay Chi Yu	Experimental
James Holzworth	Experimental
William Mertz	Clinical
Jack Roose	I-O
William Alford	I-O
Susan Tucker	I-O
Lisa Helwig	I-O
Barbara Reilly	I-O
Theodore Kreuzer	I-O
Hugh Garavan	Experimental
Randall Chadwick	Experimental

Eric Dubow - 38

Nancy Breen	Clinical
Janet Reed	Clinical
Kurt Wassink	Clinical
David Causey	Clinical
Graham Reid	Clinical
Rhoda D'Imperio	Clinical
Deirdre Donaldson	Clinical
Ann Hryshko-Mullen	Clinical
Collin Lodico	Clinical
Lynne Merk	Clinical
Deborah Schmidt	Clinical
Mark Rye	Clinical
Stanley Edwards	Clinical
Rebecca Rouiller	Clinical
Jamie Berry	Clinical
Mitzi Arnett	Clinical
Daniel Zomchek	Clinical
Susan Klein	Clinical
Gail Anderson	Clinical
Jeffrey Vanderploeg	Clinical
Katherine Smith	Clinical
Shaunna McCarthy	Clinical
Kelly Lister	Clinical
Kristyn Savaliev	Clinical
Jason Drummond	Clinical
Charles Maxey	Clinical
Sarah Domoff	Clinical
Elizabeth Kryszak	Clinical
Michelle Rubenlicht	Clinical
Samantha Holt	Clinical

Lisa Reinemann	Clinical
Gina Mattei	Clinical
Cassandea Pentzien	Clinical
Aaron Sedlar	Clinical
Maren Froemming	Clinical
Lynnel Goodman	Clinical
Hannah Geis	Clinical
Assia Ghoul	Clinical

Nancy Jo Dunn - 2

Kimberly VanderMeulen	Clinical
Matthew Evans	Clinical

Jason Dura - 2

Lisa Dunlap	Clinical
Jerald Ogrisseg	Clinical

John Exner - 7

Eleanor Barts	-
Lawrence Brown	-
Robert Dies	-
Charles Kemmler	-
Thomas Endress	-
Sandra Lawson	-
Carol DeBlik	Clinical

Mylen Fitzwater - 12

Marvin Reisman	-
Edward Stark	-
Edward Pinkman	-
Meyer Weinstein	-
Chester Yeyna	-
Morton DeBroff	-
Randolph Thrush	-
Erna Schwerin	-
Sidney Varian	-
Vernon Damm	-
Arnold Kaufman	-
Donald Butler	-

Jim Flanders - 1

Glen Mendels	-
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Max Freeburne - 31

James G. Bond	-
Michael Hoshiko	-
Murray Fleischer	-
John Taylor	-
Ralph Blanco	-
Robert Rose	-
Elaine Taylor	-
Earl Kronenberger	-

Marvin Schneider	-
Thomas Byrne	-
Richard Crager	-
Antonio Gianelli	-
Robert Griswold	-
Donald Bruce	-
Don McKechnie	-
Douglas Ross	-
Eugene Nedilsky	-
Anthony Palumbo	-
Jacob Elliott	-
Seymour Weissman	-
Robert Collins	-
Roy Goldman	Experimental
Donald Hackenberg	-
Kay Loftus	-
Milton Peters	Clinical
David Ragan	-
Leon Vande Creek	Clinical
Benny Williams	-
Philip Compton	Clinical
James DeWinter	Clinical
Gregory Harper	Clinical

Charlotte Fritz – 2

Katherine Alexander	I-O
Bing Lin	I-O

Jennifer Gillespie – 5

Patricia Barger	I-O
Nicholas Salter	I-O
Jennifer Yugo	I-O
Michael Sliter	I-O
Michael Daniels	I-O

Harold Goldstein - 1

Brian Maach	I-O
-------------	-----

Anne Gordon - 6

Mary Kaplar	Clinical
John Dalrymple	Experimental
Amy Barnhart Miller	Clinical
Leisha Colyn	Experimental
Anthony Lauricella	Clinical
Pat Nebl	NCS

Jack Greene - 13

John Schuck	-
Marilyn Marshall	-
Judith Graves	-
Paul Hirschfield	-
Richard Gottier	-

Thurston Cosner	-
Gordon Mather	-
Myron Zajkowski	-
Raymond White	-
William Eull	Cinical
John Stewart	-
Dnald Ray	Experimental

Bob Guion - 38

Richard Rosensteel	-
George Bourassa	-
Spencer Grond	-
John Nicholson	-
Marshall Brenner	-
William Adams	-
James Robins	-
Robert Smith	-
Elio Jacobozzi	-
Nelson Umble	-
Delbert Jones	-
Christopher Convery	Clinical
Tom Dobmeyer	I-O
Arthur Elbert	I-O
Jack Singer	I-O
Arnold Swertloff	I-O
Kurt Elster	I-O
John Miller	I-O
Joseph Weintraub	I-O
David Jones	I-O
Glen Ball	I-O
John Arnold	I-O
Elizabeth Franklin	I-O
Linda Powell	I-O
Mitchell Shack	I-O
Willie Johnson	I-O
Marie Francosky	I-O
Steven Johnson	I-O
Jay Tombaugh	I-O
Karen Budzeika	I-O
Robert Pred	I-O
Kelly Brookhouse	I-O
Wei Jing Chia	I-O
Joan Posey	I-O
Peter Uher	I-O
Diana Vega-Ortiz	I-O
Wade Gibson	I-O
Philip Ikomi	I-O

Kurt Haas - 2

Seymour Cabin	-
Robert Hetrick	-

June Hahn - 2

Susan Stang	I-O
Michael Brannick	I-O

Milt Hakel - 10

Judy Lightner	I-O
Deanna Graf	I-O
Douglas Maynard	I-O
Teresa Parker	I-O
Brian Crewe	I-O
Charlie Reeve	I-O
Eyal Grauer	I-O
Jessica Blackburn	I-O
Anna Zarubin	I-O
Erin Smith	I-O

Mary Hare - 5

Lauren Owsianeki	Experimental
Jeff Friedrich	Experimental
Tracy Tabaczynski	Experimental
Rachel Atchley	NCS
Chrietopher Gamsby	NCS

Jim Hastings - 3

Ron Goldberg	Clinical
Linda Winzeler	Clinical
Thomas Jackson	Clinical

Scott Highhouse - 15

Alexandra Luong	I-O
Margaret Brooks-Labor	I-O
Craig Crossley	I-O
Shelba Devendorf	I-O
Michael Lodato	I-O
Erin Thornbury	I-O
Jason Adams	I-O
Kirkendall, Sarah	I-O
Rada, Thaddeus	I-O
Curry, Joshua	I-O
Kostek, John	Clinical
Yi Wang	I-O
Don Zhang	I-O
Christopher Arnold	I-O
Samanta Nesnidol	I-O

Harry Hoemann - 10

Barbara Keyes	Developmental
Janis Briga	Developmental
Eugenia Shittu	Developmental
Connie Tilse	Developmental
Linda Busch	Clinical
Elizabeth Green	Developmental

Dushka Crane	Developmental
Dana Tyrpus	Developmental
Ann Bailey	Developmental
Tracey Jewell	Developmental

Janet Hyde - 6

Eva Geiringer	Developmental
Michael Dixon	Clinical
Diane Phillis	Developmental
Pamela Thompson	Experimental
Eileen O'Keefe	Clinical
Nora Villemur	Clinical

Steve Jex - 12

Chris Cunningham	Clinical
Jesse Erdheim	I-O
Gabriel DeLaRosa	I-O
Maya Yankelovich	I-O
Jason Kain	I-O
Jennifer McInroe	I-O
Young Ah Park	I-O
Purni Gopalkrishnan	I-O
Justin Sprung	I-O
Ashlie Britton	I-O
Alison Bayne	I-O
Kristin Horan	I-O

Hal Johnson - 25

Carolyn Keefe	Experimental
Jerry May	Clinical
Michael Cohen	Experimental
Sara Glendinning	Clinical
Richard Delman	Clinical
Gary Jones	Clinical
William Leber	Clinical
Eve Blass	Clinical
Ernest Boswell	Clinical
Ellen Papper	Clinical
Ellen Cohen	Clinical
Kathleen Friedland	Clinical
Richard Yanchar	Clinical
Pearl Berman	Clinical
Mary Elmanahi	Clinical
Raul Diaz	Clinical
Michael Robinson	Clinical
William Alexander	Clinical
Dean Rallof	Clinical
David Whitestone	Clinical
Christine Woroniecki	Clinical
Kimberly Chin	Clinical
Jim Seavey	Clinical
Linda Broeckl	Clinical

Carla Krichbaum	Clinical
<i>Ken Jones - 1</i>	
Julianne Zweifel	Clinical
<i>Don Kausch - 4</i>	
Byll Reeve	Cinical
Lyle Kantor	Clinical
Howard Kessler	Clinical
Robert Lee	Clinical
<i>Stu Keeley - 18</i>	
Richard Crisci	Clinical
Jo-Ann Giordano	Clinical
Merilyn Grinnell	Developmental
Irwin Grossman	Clinical
Donald Robertson	Clinical
Terrie Buczek	Clinical
John Brooke	Clinical
Joel Mowrey	Clinical
Deborah Warner	Clinical
Dorothy Brikmanis	Clinical
Robin Burks	Clinical
Colleen Barlow	Clinical
Leslie Zaynor	Clinical
Jean Russner	Clinical
Rahan Ali	Clinical
Tracy Gebing	Clinical
Ronda Harrison	Clinical
Valerie Moyer	Clinical
<i>Jennifer Kinney - 3</i>	
William Coy	Clinical
Mary Yusko	Clinical
Heather Sprague	Clinical
<i>Neil Kirschner - 6</i>	
Paul Kettlewell	Clinical
Dennis Schimmel	Clinical
Cynthia Porter	-
Sung Kim	Clinical
Lori Otto	Clinical
Susan Potts	Clinical
<i>Dale Klopfer - 6</i>	
Rodney Hughes	Experimental
Jeremy Athy	Experimental
Julia Stiles-Shipley	Experimental
Donald Kolz	Experimental
Brandi Klein	NCS
Samuel Jaffee	NCS

Marv Kumler – 1

Christine Panyard General

Don Leventhal - 11

Cooper Holmes Clinical

James Oliver Clinical

Michael Cox Clinical

Robert Gresen Clinical

Ronald Waller Clinical

Phyllis Berg Clinical

Joyce Carbonell Clinical

Scott Gammeter Clinical

Sarah Bohn Clinical

Lawrence Fischetti Clinical

David Wells Clinical

Annette Mahoney - 19

Heidi Bobson Clinical

Paul Boxer Clinical

Aaron Swank Clinical

Amy Burbage Clinical

Rebecca Lakin Clinical

Gina Gianni Clinical

Jennifer Schroeder Clinical

Heidi Warner Clinical

Nicole Sirrene Clinical

Krystal Hernandez Clinical

Ay Coffield Clinical

Lisa Backus Clinical

Michelle Le Roy Clinical

Kusner, Katherine Clinical

Padgett, Emily Clinical

Abadi, Layal Clinical

Hawley, Anna Clinical

Julie Pomerleau Clinical

Serena Wong Clinical

Howie Markman - 5

Bart Ferraro Clinical

Frank Floyd Clinical

Norman Finkelberg Clinical

Katharine Kotansky Clinical

Mark Sullivan Clinical

Russ Matthews – 3

Kelsy-Jo Ritter I-O

Alexandra Henderson I-O

Kelsey-Jo Kessie I-O

Devin McAuley - 8

Nathaniel Miller Experimental

Christopher Ayala Experimental

Steven Borawski	Experimental
Lori Curtindale	Experimental
Molly Henry	Experimental
Ann Mary Mercier	Experimental
Louis Vinke	Experimental
Tracey Raybourn	NCS

Walt McKeever - 12

Kathleen Gill	Clinical
Allan Van Deventer	Clinical
Max Suberi	Clinical
David Holmes	Clinical
Anne Hoff	Clinical
Robert Polfus	Clinical
Michael Marino	Clinical
Kathleen Sullivan	Clinical
Karen Seitz	Clinical
Patti Parkison	Clinical
David Ensing	Clinical
Annette Krutsch	Clinical

Mike Merbaum - 3

John Harold	Clinical
Horace Lukens	Clinical
Barry Hensel	Clinical

Dara Musher-Eizenman - 8

Stephanie Danner	Clinical
Anna Persson	Developmental
Shayla Holub	Developmental
Jessica Hauser	Developmental
Jennie Neufeld	Clinical
Molly Meers	Clinical
Allison Kiefner	Developmental
Elizabeth Emley	Clinical

Jack Mynatt - 18

Mitchell Clionsky	Clinical
Steven Inger	Social
Teresa Gallion	Social
Thomas Oakley	Social
Luanne Conley-Brown	Social
Keith Hulse	Social
Randy Sokoll	Social
Joseph Kennell	I-O
William Dragan	Social
Ricardo Frazer	I-O
Sabra Jacobs	Developmental
Jonathan Nigrine	Clinical
Debra Schroeder	Social
Barbara Kopp	Social
Heidi Van de Kemp	Social

Kathleen Hipp	Social
Michael Lyde	Social
John Leach	Experimental

Mike Nagy - 9

Barbara Herman	Experimental
James Murphy	Experimental
Kenneth Porada	Experimental
Daniel Nagelberg	Experimental
Sarah Smith	Experimental
Michael Forster	Experimental
Rena Corbin	Experimental
Gordon Yates	Experimental
Eric Beck	Experimental

Chris Nye - 2

Julia Berger	I-O
Don Zhang	I-O

Bill O'Brien - 21

Julianne Zweifel	Clinical
Jennifer Schuler	Clinical
Kelly Suttman	Clinical
Jori Berger	Clinical
Jennifer Anthony	Clinical
Patrick Wise	Clinical
Hilary Hassinger	Clinical
Jennifer Fabrizio	Clinical
Jennifer McGrath	Clinical
Christine Chiros	Clinical
Carlos Perez-Benitez	Clinical
Purvi Shah	Clinical
Robin Frutchey	Clinical
Heather Schwetschenau	Clinical
Haukur Sigurdsson	Clinical
Bannon, Erin	Clinical
Ray, Justine	Clinical
Carhart, Victoria	Clinical
Rodriguez, Tatiana	Clinical
Kyoung Baik	Clinical
Rajinder Singh	Clinical
Rolf Ritchie	Clinical

Kevin Pang - 8

Adam Secor	Clinical
Ryan Yoder	Experimental
Ryan Mears	Experimental
Danielle Potokar	Experimental
Kelly Wright	Experimental
Ashley Fortress	Experimental
Brandi Patton	Experimental
Kellie Janke	Experimental

Jaak Panksepp - 18

Kathleen Krost	Experimental
Michael Ritter	Experimental
Lawrence Normansell	Experimental
Patrick Reilly	Experimental
Paul Bishop	Experimental
Najma Najam	Experimental
Freida Soares	Experimental
John Rossi	Experimental
Tony Sahley	Experimental
Craig Rush	Experimental
James Cox	Experimental
Loring Crepeau	Experimental
Satoshi Ikemoto	Experimental
Marni Bekkedal	Experimental
Eric Nelson	Experimental
Joelle McBride	-
Nakia Gordon	Experimental
Jeffrey Burgdorf	Experimental

Ken Pargament - 40

William Kooistra	Clinical
William Hathaway	Clinical
Michael Taitel	Clinical
Robin Holley	Clinical
Ruben Echemendia	Clinical
Nancy Gravengoed	Clinical
Jon Newman	Clinical
Monica Blum	Clinical
Ellen Bush	Clinical
Michael Sytniak	Clinical
Patricia Crowe	Social
Timothy Belavich	Clinical
Curtis Brant	Social
Brenda Cowell	Clinical
Lisa Friedel	Clinical
Michael Weinborn	Clinical
Brian Zinnbauer	Clinical
Ellen Cullman	Clinical
Karen Ishler	Clinical
Eric Butter	Clinical
Nalini Tarakeshwar	Clinical
Cherilyn Taylor	Clinical
Erin Emery	Clinical
Nichole Murray	Clinical
Russell Phillips	Clinical
Ethan Benore	Clinical
Amy Wachholz	Clinical
Gene Ano	Clinical
Kelly McConnell	Clinical
Hisham AbuRaia	Clinical

Quinten Lynn	Clinical
Kavita Desai	Clinical
Meryl Gibbel	Clinical
Jill Zerowin	Clinical
Jeremy Cummings	Clinical
Carol Ann Faigin	Clinical
Lucero, Steven	Clinical
Falb, Melissa	Clinical
Feuille, Margaret	Clinical
Burdzy, Donna	Clinical

Don Ragusa - 5

Nelson Freeling	Clinical
Bob Tiell	Clinical
Carol Waldschmidt	Clinical
Sandra Mankins	Experimental
Clara Barut	Experimental

Steve Rogelberg - 5

Anita McClough	I-O
Jody Hoffman	I-O
Karen Ury	I-O
Gwenith Fisher	I-O
Melissa Cohen	I-O

Jean Rogers - 1

Mark Stevens	Developmental
--------------	---------------

Ben Rosenberg - 11

James Lauber	-
Roland Stedwill	-
Robert Bonkowski	-
Judith Page	-
Carol Barker	-
Judith Griffiths	-
Frank Landy	I-O
Lawrence Allman	Clinical
Warren Welsh	Clinical
Jean Cryan	-
David Stoepker	Clinical

Harold Rosenberg - 21

Eric Devine	Clinical
Sandra Alexander	Clinical
Kimberly Hendricks	Clinical
Linda Meyerholtz	Clinical
Lisa Query	Clinical
Allie Scott	Clinical
Rachel Cheyne	Clinical
Joel Guarna	Clinical
Dale Kulick	Clinical
Alexis Kulick	Clinical

Rebecca Mettee-Carter	Clinical
Nicole Yuan	Clinical
Maureen Egan	Clinical
Amelia Versland	Clinical
Chelsea Baylen	Clinical
Erin Bonar	Clinical
Kyle Cabral	Clinical
Michelle Pavlick	Clinical
Erica Hoffman	Clinical
Alan Davis	Clinical
Brent Lang	Clinical

Ann Marie Ryan - 10

Karen Barbera	I-O
Luis Parra	I-O
Mark Schmit	I-O
Diane Daum	I-O
Michele Grisez	I-O
Stephane Brutus	I-O
Felipe DeLaTorre	I-O
Kimberly Burd	I-O
William Shepard	I-O
Robert Ployhart	I-O

Conrad Schwartz - 4

Edwin Shirkey	-
Sheridan Truesdale	-
Anthony Palmer	-
Rosalie Plotkin	-

John Schuck - 19

Donald Templer	-
Louis Meyers	-
Thomas Morosko	-
Howard Nathan	-
J. Bruce Overmeier	-
David Shoemaker	-
Linda Mininger	Clinical
Michael Tenebaum	Experimental
Suzanne Bachman	Clinical
Constance DeLair	Experimental
Frank Orosz	Clinicals
Alexander Swan	Social
David Johnson	Social
Deborah Balogh	Clinical
Carol Reinhardt	Clinical
Vanessa Irizarry	Experimental
Harry Adamakos	Clinical
Richard Lee	Clinical
Susan Snyder	Clinical

J. P. Scott - 6

Patrick Lilja	-
John Ho	Clinical
Patricia Ebert	Experimental
Patricia Leggett	Experimental
Terry Pettijohn	Experimental
Ken Davis	Experimental

Elizabeth Semenchuk - 1

Roksana Korchynsky	Clinical
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Ken Shemberg - 20

Fred Lee	Clinical
Fern Lushbough	Clinical
Robert Pasen	Clinical
David Fero	Clinical
Kenneth Siegel	Clinical
Dale Hicks	Clinical
Ronald Margolis	Clinical
Kenneth Neville	Clinical
Michelle Walker	Clinical
Marlys Reetz	Clinical
Cheryl Dreakford	Clinical
Susan Kohut	Clinical
Ronald Wutchiett	Clinical
Susan Minyard	Clinical
Jay Buckiewicz	Clinical
Anne Hulse	Clinical
Kathy Manges	Clinical
Donna Cooley	Clinical
Kathleen Morriss	Clinical
Michelle Wood	Clinical

Irwin Silverman - 11

Judith Stone	Clinical
Jeffrey Dansky	Developmental
Helene Stafford	Clinical
Romy Nocera	Developmental
Nancy MacDonald	Developmental
Arthur Rose	Developmental
Nancy Serbin	Developmental
Maria Ippolito	Developmental
Hilary Sowa	Developmental
Emily Cointin	Developmental
Melanie Norwood	Developmental

Dick Shore - 3

Morley Welsh	-
Howard Fromkin	-
Robert Weedall	-

Valerie Simon. - 4

Tracie Baker	Clinical
--------------	----------

Sarah Kobielski	Clinical
Sarah Martin	Clinical
Shanna Murray	Clinical

Carlla Smith - 15

Bob Hayes	I-O
Hannah Olsen	I-O
Todd Bauman	I-O
Robert Schmieder	I-O
Marian Silverman	I-O
Michele Haaf	I-O
Sheila Volmer	I-O
Teresa Kruger	I-O
Pilar Torres-Delaney	I-O
Susan Hahn	I-O
Monica Hemingway	I-O
Lisa Perez	I-O
Jennifer Kihm	I-O
Allison Elder	I-O
Shahnaz Aziz	I-O

Kirk Smith - 8

Paul Foos	Experimental
Donald Brown	Experimental
Rebecca Pliske	Experimental
David Egan	Clinical
Winifred Rex	Developmental
David Harper	Experimental
Karen Katilus	Experimental
Diane Schertler	Experimental

Pat Smith - 12

Sheldon Zedeck	I-O
Loren Applebaum	I-O
Russell Johanneson	I-O
Robert Rakestraw	I-O
Winston Schwyhart	I-O
Reginald Goodfellow	I-O
Robert Mial	-
James Rollo	I-O
Clyde Stutts	I-O
Thomas Lee	I-O
Bonnie Sandman	I-O
Barry Seeskin	I-O

Jim Sorenson - 1

Glen Strobel	Clinical
--------------	----------

Jeff Stanton - 5

Amanda Julian	I-O
Shreya Sarkar-Barney	I-O
Lily Lin	I-O

Christine Spitzmuller	I-O
Derek Steinbrenner	I-O

Cathy Stein - 30

Michael Griffith	Clinical
William Russner	Clinical
Lee Ann Bass	Clinical
Andrew Freeberg	Clinical
Marcia Ward	Clinical
Scott Craft	Clinical
Thomas Jewell	Clinical
Mary Goebel-Kamala	Clinical
Maria O'Connell	Clinical
Dryw Dworsky	Clinical
Lissa Mann	Clinical
Erin Vasconcelles	Clinical
David Faigin	Clinical
Kristen Abraham	Clinical
Rosa Aguirre	Clinical
Christine McAuliffe	Clinical
Marcia Hunt	Clinical
Wendy Fogo	Clinical
Aleisha Hamill	Clinical
Alexis Hamel	Clinical
Sarah Greenberg	Clinical
Samantha Jesse	Clinical
Lawrence Osborn	Clinical
Wendy Fogo	Clinical
Catherine Petrowski	Clinical
Sabrina Gonzales	Clinical
Jessica Harti Majcher	Clinical
Gabrielle Merandi	Clinical
Sabrina Gonzales	Clinical
Jessica Harti Majcher	Clinical

Gene Stone - 2

Leslie Hammer	I-O
Sharon Lovell	I-O

Brian Sutton-Smith - 8

Barbara Bonawitz	-
James Owens	-
Louise Owens	-
Donald Proud	-
Marc Reidel	-
Aneita Sharples	Clinical
Howard Haven	-
Elliott Sharpe	Clinical

John Tisak - 7

Robert Lee	Clinical
Robin Cagle	Quantitative

Kevin Cagle	Quantitative
David Slegers	Quantitative
Jing Wang	Quantitative
Lance Jones	Experimental
Qijuan Fang	Developmental

Marie Tisak - 14

Michael Lamping	Developmental
Joshua Ginzler	Developmental
Marianne Mancini	Developmental
Amanda Janowski	Developmental
Terri Lewis	Developmental
Lesli Preuss	Developmental
Melanie Jackson	Developmental
Sara Goldstein	Developmental
Erica Pristas	Developmental
David Mullins	Developmental
Angela Capuano	Clinical
Kari Dudte	Developmental
Scott Graupensperger	Developmental
Cjersti Jensen	Developmental
Qijuan Fang	Developmental

Carolyn Tompsett - 3

Lindsey Roberts	Clinical
Sindhia Swaminathan	Clinical
Tabitha Waite	Clinical

Judy Tudor - 3

Greg Greenwood	Clinical
Kristina Greenwood	Clinical
Catharine Honig	Clinical

Ryan Tweney - 10

Judith Gay	Social
Gary Heiman	Experimental
Barbara Fuller	Experimental
Patricia Petretic	Developmental
Rhonda Skupas	Clinical
Daniel Pliske	Experimental
Lee Markowitz	Social
Bonnie Walker	Experimental
Susan Chitwood	Experimental
Sean Duncan	Experimental

Dug Ullman - 24

Russell Barkley	Clinical
Lea Cole	Cinical
Marny Swope	Clinical
Bruce Colburn	Clinical
Fred Kadushin	Clinical
Nancy Fiedler	Clinical

Gregory Jurenc	Clinical
Grady Baccus	Clinical
Rion Kweiler	Clinical
Eric Slora	Clinical
Ann Lovko	Clinical
Bruce Kottler	Clinical
Kenneth Lovko	Clinical
Ann Brian	Clinical
Molly Grossman	Clinical
Alice Holly	Clinical
Tamela Whipple	Clinical
Michael Kindt	Clinical
Christine Ely	Clinical
Kristin Campbell	Clinical
Dawn McKee	Clinical
LeeAnn Lape	Clinical
Rabia Malik	Clinical
Parul Gupta	Clinical

Carol Vale - 1

Theresa Huang	-
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Russ Veitch - 2

Daniel Arkkelin	Social
Anthony Piccione	Social

Bob Warehime - 1

Daniel Penrod	Cinical
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John Wenrick - 4

Marta Clavel	-
Richard Kaiser	-
Mary Wells	-
Donald Templer	-

Jim Wright - 4

John Wells	-
Charles Silver	-
Edward Stark	-
Ralph Prout	-

Mike Zickar - 13

Evan Sinar	I-O
David Mohr	I-O
Julie Fuller	I-O
Robert Gibby	I-O
Steven Russell	I-O
Olga Clark	I-O
Ian Little	I-O
Alison Broadfoot	I-O
Ryan Anderson	I-O
Katherine Wolford	I-O

Chrisopher Lake	I-O
Rachel King	I-O
Garett Foster	I-O

Number of Master's Degrees Awarded by Advisor

Betsy Allgeier	19
Ken Alvares	18
Rich Anderson	8
Bob Andrews	1
Arnold, Frank	11
Pete Badia	34
Bill Balzer	21
Clare Barratt	2
Vern Bingman	16
Maggie Brooks	7
Rob Carels	16
John Cavanaugh	16
Yiwei Chen	5
Bob Conner	4
Betty Corwin	3
Richard Crager	1
Joe Cranny	22
Casey Cromwell	5
Edgar Daniels	1
Pat DeHaas	2
Don DeRosa	8
Mike Doherty	12
Eric Dubow	38
Nancy Jo Dunn	2
Jason Dura	2
John Exner	7
Mysten Fitzwater	12
Jim Flanders	1
Max Freeburne	31
Charlotte Fritz	2
Jennifer Gillespie	5
Harold Goldstein	1
Anne Gordon	6
Jack Greene	13
Bob Guion	38
Kurt Haas	2
June Hahn	2
Milt Hakel	10
Mary Hare	5
Jim Hastings	3
Scott Highhouse	15
Harry Hoemann	10
Janet Hyde	6
Steve Jex	12
Hal Johnson	25
Ken Jones	1

Don Kausch	4
Stu Keeley	18
Jennifer Kinney	3
Neil Kirschner	6
Dale Klopfer	6
Marv Kumler	1
Joan Lawrence	2
Don Leventhal	11
Annette Mahoney	19
Howard Markman	5
Russ Matthews	3
Devin McAuley	8
Walt McKeever	12
Mike Merbaum	3
Dara Musher-Eizenman	8
Jack Mynatt	18
Mike Nagy	9
O'Brien, William	21
Kevin Pang	8
Jaak Panksepp	18
Ken Pargament	40
Don Ragusa	5
Steve Rogelberg	5
Jean Rogers	1
Ben Rosenberg	11
Harold Rosenberg	22
Ann Marie Ryan	10
Conrad Schwartz	4
John Schuck	19
J. P. Scott	6
Elizabeth Semenchuk	1
Ken Shemberg	20
Dick Shore	3
Irwin Silverman	11
Valerie Simon	4
CarllaSmith	15
Kirk Smith	8
Pat Smith	12
Jim Sorenson	1
Jeff Stanton	5
Cathy Stein	30
Gene Stone	2
Brian Sutton-Smith	8
John Tisak	7
Marie Tisak	14
Judy Tudor,	3
Ryan Tweney	10
Doug Ullman	24
Carol Vale	1
Russ Veitch	2
Bob Warehime	1
John Wenrick	4

Jim Wright	4
Mike Zickar	14
Total Numbr of MAs	993

Necrology

Frank Arnold	Nov 8, 1978
Pietro Badia	Aug 21, 2016
Bob Conner	Sep 18, 2000
John E, Exner	Feb 20, 2006
Max Freeburne	Feb 20, 1974
Jack Greene	Jul 23, 1999
Jim Guinan	Dec 14, 2004
Bob Guion	Oct 23, 2012
Don Kausch	Jun 4, 2011
Katshushige Kazaoka	Aug, 1984
Don Leventhal	Aug 16, 1984
Kenneth McFall	Aug 27, 1991
Donald M. Ragusa	Oct 4, 2007
Ben Rosenberg	Aug 3, 2005
Betty Royster	Aug 14, 1991
Lowell Schipper	Aug 7, 1984
John Schuck	May 29, 1999
J. P. Scott	Mar 28, 2000
Carlla Smith	Jul 12, 2002
Olin W. Smith	Feb 7, 1989
Patricia Cain Smith	Dec 6, 2007
Brian Sutton-Smith	Mar 7, 2015
Douglas Ullman	Feb 2, 1999
Carol Vale	Jan 4, 2013
John Wenrick	May 15, 1981
James Wright	Mar 3, 1986

Appendix I

Vignettes of faculty members sent to all departmental faculty, staff and graduate students during the winter months o 2017 -2018.

1. The First days of the PhD program

Sep 27 2017

I have more than a passing interest in the history of the department, so I have decided to send out occasional items about that history. I'll do so as the spirit moves me, so there's no schedule. Anyone not interested can just hit delete without opening them, as I'll use the subject line as above.

The first faculty meeting of the department in 1965 met every day for a week! It was to flesh out the details of the PhD program that had just been approved by the Ohio Board of Regents. That week-long faculty meeting still seems fresh in my mind. As time passed we were frequently taken aback at the differences between what various faculty recalled that had had been agreed upon! What follows is my memory. The senior faculty were adamant that they wanted the program to be unique, unlike any other PhD program in the country. After days of discussion, the broad plan of implementation of the program was agreed upon by a majority of the faculty. A traditional Master's thesis and Doctoral dissertation were required, but the unique feature was the that in lieu of a traditional preliminary examination across broad areas of psychology, candidacy would be achieved by the production of three review papers, ideally in three disparate areas, modeled on papers published in the *Psychological Review*. Reviews of the sort published in the *Psychological Bulletin* were described as not being acceptable. Each of the papers was to be of "publishable quality," but did not have to be published or even submitted for publication. The requirement that a student should have not only proposal and defense meetings for the M.A. thesis and dissertation, but three more proposal and defense meetings in between appeared unworkable to me, given the demand on faculty time. From the beginning, there was agitation to amend the proposal described above. I do not believe anyone ever completed this so-called "paper system," successfully completed a PhD. If anyone did, it would have been just one person, Dick Gottier, in 1968.

The First M. A. in Psych – James Bond

Sep 28 2017

The first Master's degree in psychology was in 1949 to an African American student who was a graduate of Baldwin-Wallace, a college in Berea, OH. The student was James Bond. Jim went on to get a PhD in clinical psychology from NYU in 1954. He was the first African American faculty member in BGSU's psych department, joining the department in 1966. He was the director of the clinic for a short time, then became a Vice President of the university. He was not a VP for long, when one of the Cal State universities lured him westward.

The early history of the clinical program

Sep 29 2017

When I was working on a history of our doctoral program, I asked Ken Shemberg to flesh out the history of the clinical program.

Remarks by Ken Shemberg

“When I (Ken Shemberg) joined the faculty in 1966 the clinical program was just getting off the ground. There was already an established terminal MA degree in clinical, but that was being phased out. The year 1966 saw the addition of Don Leventhal, Hal Johnson and Ken Shemberg to the clinical program. Jim Bond was now given a permanent, regular faculty position, and was appointed as the head of what was a small departmental training clinic. The following two years brought Stu Keeley and Don Kausch to the department and for many years this group formed a core of faculty dedicated strongly to clinical training, as well as to getting the reputation of the clinical program established by significant publications.

Don Leventhal became the joint director of clinical psychology along with John Exner, who had just left the chairmanship. John was on the road for much of the time working with the Peace Corps. So Don was doing the real work of the Director.

The departmental clinic was in its infancy, and was dedicated to serving the University population ONLY! This was a bone of contention between John Exner and myself. He insisted that the Clinic Charter forbade seeing people outside the University, and to me a training clinic had to be broadened. I tried to generate referrals from the schools, and some other agencies. However, I was very inexperienced and therefore not at all successful.

When James Bond took a position in the University Administration the job of Clinic Director opened up. I suggested a friend from my graduate student days, Don Kausch, and he accepted the position. His appointment raised a minor firestorm as John Exner objected to a clinic having space in the new Psychology Building. It was his argument that the Charter forbade space being used for anything but research. He wanted Don’s office to be in the Student Health Centre. We (the new clinical faculty) argued strongly against that and asked John to produce the “Charter.” He was unable to do so. In the end the clinic did have space in the new building. From then on the clinical program developed into what I believed then, and believe now, was one of the better clinical PhD programs in the country. That sounds overdone and self serving. But that’s how we felt about it, and the APA site visitors agreed.

Don developed relationships across the county, and we had an incredible range of persons coming for assessment and psychotherapy. In the meantime, the local medical community tried to sue us for “practicing medicine without a license.” That went nowhere.

Shortly after Don’s arrival he instituted the “vertical team” approach to

clinical training. That is, for each of four days in the week a team of graduate students ranging from first to fourth year met in the clinic and did an assessment case. Students were enrolled in these teams for at least three years, sometimes four. Two fulltime clinical staff members supervised the teams. In addition all clinical faculty members voluntarily supervised three therapy cases independent of team assignments.

The commitment to practical clinical training was unique, and students went on their internships incredibly well prepared. Over the years the emphasis on this practicum training has significantly decreased, although we have vestiges of the teams, the time and effort once devoted to these activities has waned, with greater emphasis on research and publication.”

(added)

Lest you (the student) think your training is not sufficient (given the above comments) it's important to note that despite the changes in practical training, APA visitors consistently see our program as very strong in this area. So given current standards and practices, BG is still doing a credible job.

The early history of the I-O program

Oct 4

Our I-O doctoral program got off to a remarkable start with its first three PhDs awarded in 1969. Two went into academia and one into the application of the knowledge and skills acquired in the program.

Frank Landy took a job at Penn State and Sheldon Zedeck went west and took a job at Cal Berkeley. Pat Smith was the dissertation advisor of Shelly Zedeck and Steve Wollack. Bob Guion was Frank's advisor. Stephen Pollack started out at P & G in Cincinnati, moved on to a position with the State of California and then started his own business, Wollack Testing Service, LLC. The corporation that he founded is thriving in Wisconsin.

I think that it is fair to say that this brand new PhD program got off to a truly sensational beginning showing great promise. I think that it is also fair to say that the I-O program has amply fulfilled that promise.

**Books Authored by Psychology Faculty
(Incomplete)**

Oct 7

While working on the history of the department over the years I have compiled a list of books published by the department faculty. What follows is as up to date as I can make it. This list might give students and recent faculty a deeper insight into the department.

Allgeier, E. R., & Allgeier, A. R. (1998). *Sexual interaction: Basic understandings*. Boston, MA: Houghton-Mifflin.

Allgeier, E. R., & Allgeier, A. R. (1998). *Sexual interaction*, 5th ed. Boston, MA: Houghton-Mifflin.

Badia, P. B., Haber, A., & Runyon, R. P. (1970). *Research problems in psychology*. Reading, MA: Addison-Wesley.

Badia, P. & Runyon. (1982). *Fundamentals of behavioral research*. Reading, MA: AddisonWesley:

Balzer, W. K. (2010). *Lean higher education*. Productivity Press: New York.

Bingman, V. B. (1993). *Vision, cognition, and the avian hippocampus*. Cambridge, MA: MIT Press.

Bingman, V. B. (2012). *Making the case for the intelligence of avian navigation*. Cambridge, MA: MIT Press.

Bingman, V. B., Jones, T-J., Strasser, R., Gagliardo, A., & Ioale, P. (1995). *Homing pigeons, hippocampus and spatial cognition*. Boston: Kluwer.

Bingman, V. B., & Ritters, L. V. (1998). *Neuroethology of avian navigation*. San Diego: Academic Press.

Bingman, V. B., & Zucchi, M. (1993). *Spatial orientation*. Philadelphia: Lippincott.

Blackburn, J. L., & Hakel, M. D. (2006). *Enhancing self-regulation and goal orientation with ePortfolios*. Hershey, PA: Idea Group Reference.

Blackburn, J. L., Hakel, M. D., & Gromko, M. H. (2006). *Implementing electronic portfolios at Bowling Green State University*. Hershey, PA: Idea Group Reference.

- Brannigan, G., Allgeier, E. R., & Allgeier, A. R. (Eds.) (1998). *The sex scientists*. New York: Addison Wesley Longmans.
- Browne, N., & Keeley, S. M.. (2007). *Asking the right questions: A guide to critical thinking*. Englewood Cliffs, NJ: Prentice Hall.
- Cranny, C. J., Smith, P. C., & Stone, E. F. *Job satisfaction: How people feel about their jobs and how it affects their performance*. New York: Lexington Books.
- Doherty, M. E., & Shemberg, K. M. (1978). *Asking Questions About Behavior*. 2nd ed., Chicago, IL: Scott-Foresman.
- Eleftheriou, B. E., & Scott, J. P. (Eds.) (1971). *Theoretical issues concerning the origins and causes of fighting*. New York: Plenum.
- Eleftheriou, B. E., & Scott, J. P. (Eds.) (1971). *The physiology of aggression and defeat: Proceedings of a symposium held during the meeting of the American Association for the Advancement of Science in Dallas, Texas in December, 1968*. New York: Plenum.
- Exner, J. E. *A workbook in the Rorschach technique emphasizing the Beck and Klopfer systems*. Springfield, IL: Charles C. Thomas.
- Gorman, M. E., Tweney, R. D., Gooding, D. C., & Kincannon, A. P. (Eds.) (2005). *Scientific and technological thinking*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Guion, R. M. (1965). *Personnel testing*. New York: McGraw-Hill.
- Guion, R. M. (2011). *Assessment, measurement and prediction for personnel decisions*. New York: Routledge.
- Guion, R. M., & Highhouse, S. (2006). *Essentials of personnel assessment and selection*. Mahwah, NJ: Erlbaum.
- Haber, Runyon, Badia (Eds.). (1970). *Basic Statistical Readings*. Addison Wesley Publishing Co.
- Hakel, M. D. (1998). *Making it happen: Designing research with implementation in mind*. Beverly Hills, CA: Sage.
- Hakel, M. D. (ed.) (1998). *Beyond multiple choice: evaluating alternatives to traditional testing for selection*. Mahwah, NJ: Erlbaum.
- Halpern, D. F., & Hakel, M. D. (eds.) (2002) *Applying the science of learning to*

university teaching and beyond. San Francisco : Jossey-Bass.

Haynes, S. N., O'Brien, W. H., Kaholokula, J. (2011). *Behavioral assessment and case formulation.* Hoboken, NJ: Wiley.

Highhouse, S. (2007). *Applications of organizational psychology: Learning through failure or failure to learn?* Mahwah, NJ: Erlbaum

Highhouse, S., Dalal, R., & Salas, E. (Eds.) (2014) *Judgment and decision making at work (SIOP Frontiers Series).* New York: Routledge.

Highhouse, S., Doverspik, D., & Guion, R. M. (2016). *Essentials of personnel selection and assessment.* NY: Routledge.

Hoemann, H. W. (1976). *The American sign language: Lexical and grammatical notes with translation exercises.* Silver Spring, MD: National Association for the Deaf.

Hoemann, H. W. (1978). *Communicating with deaf people: A resource manual for teaches and students of American Sign Language.* Baltimore, MD: University Park Press.

Hoemann, H. W., & Lucafo, R. (1980). *I want to talk: A child model of American Sign Language.* Silver Spring, MD: National Association for the Deaf.

Hoemann, H. W., Oates, E., & Hoemann, S. A. (Eds.) (1984). *The sign language of Brazil (M. Rehfeldt, Trans.).* Mill Neck, NY: Mill Neck Foundation.

Hoemann, H. W. (1986). *Introduction to American Sign Language.* Bowling Green, OH: Bowling Green Press.

Hyde, J. S, & Rosenberg, B. G. (1976). *Half the human experience: The psychology of women.* Lexington, MA: D. C. Heath.

Jex, S. M. (2014). *Organizational psychology: A scientist-practitioner approach.* New York: Wiley

Lammers, W.J. & Badia P. (2005) *Fundamental of Behavioral Research.* Belmont: CA: Thomson-Wadsworth.

Maynard, D. C., Taylor, E. B., & Hakel, M. (2009). *Applicant overqualification: Perceptions, predictions and policies of hiring managers.* New York: Nova.

McCullough, M. E., Kenneth I. Pargament, K. I., & Thoresen, C. E. (Eds.) (2000).

Forgiveness: theory, research, and practice. New York : Guilford Press

Mynatt, C. R., & Doherty, M.E. (2001). *Understanding human behavior.* 2nd edition. Boston: Allyn & Bacon.

Panksepp, J (1988). *Affective Neuroscience.* Oxford: Oxford University Press

Panksepp, J. (Ed.). (2004). *Textbook of Biological Psychiatry.* New York: Wiley-Liss Press.

Panksepp, J., & Morgane, P. J. (Eds.). (1980) *Handbook of the Hypothalamus.* New York: Marcel Dekker.

Pargament, K. I. *Spiritually integrated psychotherapy: Understanding and addressing the sacred.* Guilford Press, 2007.

Panksepp, J., & Biven, L. (2012). *The archaeology of mind: Neuroevolutionary origins of human emotions.* New York: W.W. Norton & Co.

Pargament, K. (1997). *The psychology of religion and coping: Theory, research, practice.* New York: Guilford Press.

Pargament, K. I. (2007). (Editor-in-Chief) *APA Handbook of psychology, religion and spirituality (Vols. 1 and 2),* Washington, DC: APA Press.

Pargament, K. I., Maton, K. I., & Hess. R. (Eds.), (1991). *Religion and prevention in mental health: Research, vision, and action.* New York: Haworth Press.

Popplestone, J., & Tweney, R. D. (Eds.) (1997). *The great catalog of the C.H. Stoelting Company, 1930-1937. A facsimile reproduction, With an introduction.* Delmar, NY: Scholars' Facsimiles & Reprints.

Rye, M., Pargament, K. I., & Ali, A. (2000). *Religious perspectives on forgiveness.* New York: Guilford.

Sharp, Patricia. E. (Ed.) (2001). *The neural basis of navigation: Evidence from single cell recording.* Boston: Kluwer.

Scott, J. P. (1972). *Animal behavior.* Chicago, IL: University of Chicago Press.

Scott, J. P. (1975). *Aggression, 2nd edition (1975).* Chicago: University of Chicago Press.

Scott, J. P. (1997). *Genetic analysis of social behavior.* Washington, D. C.: American Psychological Association.

- Scott, J. P. (1997). *Film commentary: Constitutional environmental interactions in rearing four breeds of dogs*. Washington, D. C.: American Psychological Association.
- Scott, J. P. (1978). *Critical periods*. Stroudsburg, PA: Dowden, Hutchinson & Ross.
- Scott, J. P. (1989). *The evolution of social systems*. New York: .
- Scott, J. P. (1992). *The phenomenon of attachment in human-nonhuman relationships*. Cambridge: Cambridge University Press.
- Scott, J. P. (1997). *Aggression, violence and culture*. New York: Routledge.
- Scott, J. P., & Scott, S. F. (Eds.) (1971). *Social control and social change*. Chicago, IL: University of Chicago Press.
- Sharp, P. E. (Ed.) (2002) *The Neural Basis of Navigation: Evidence from Single Cell Recording*. Norwell, MA: Kluwer Academic Publishers.
- Smith, P. C. (1992). *Why study general job satisfaction?* New York: Lexington Books.
- Smith, P. C., & Kendall, L M. (1994). *Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales*. Dartmouth.
- Smith, P. C., & Kendall, L M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Chicago: Rand McNally.
- Tweney, R. D. (with the assistance of N. Berg, J. Friedrich, & K.G. Hubert) (2007). *Faraday's gold slides: An illustrated inventory*. Beatty, NV: Avebury Books (CD-ROM).
- Tweney, R. D. & Gooding, D. (Eds.). (1991). *Faraday's 1822 "Chemical Notes, Hints, Suggestions, and Objects of Pursuit."* Edited with an introduction and notes by R. D. Tweney & D. Gooding. London: The Science Museum & Peter Peregrinus, Ltd.
- Tweney, R. D., Doherty, M. E., & Mynatt, & C. R. (Eds.). (1981). *On scientific thinking*. New York: Columbia University Press.
- Bringmann, W., & Tweney, R. D. (Eds.). (1980). *Wundt studies: A centennial collection*. Toronto: C. J. Hogrefe.

Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. Englewood Cliffs, N.J.: Prentice Hall.

Wiener, I. B., Schmitt, N., & Highhouse, S. *Handbook of psychology* (Volume 12: Industrial and Organizational). Wiley

Faculty Student Softball

Oct 10

Good examples of the nature of the relationships between faculty and grad students come from softball. For many years there was an annual softball game and picnic between a faculty team and a grad school team. These games/picnics began in the 1960s. We (the faculty who played) were much younger then, and we won every year, until one year in the 1970s saw serious errors by the grad admissions committee, when they admitted some, big athletic grad students who came in and routed the faculty team. After that the teams tended to be better matched. From early on there were also teams in the local softball leagues, a men's team and a women's team. The men's team, Sigmund's, wore highly politically incorrect shirts with an ambiguous figure on the shirtfront. Looking at the figure one way it represented a side view of Freud's face. I will leave the other view to the imagination of the reader, but the text on the shirt was "What is on a Man's Mind." The team comprised primarily of faculty members and grad students and the captain/coach in any given year might come from either group. Games were usually followed by post-game critiques at a local watering hole, often with members of the opposing team such as the "real Dr.s", a team of local physicians, dentists and hospital personnel.

At a time when black faces were rarely seen in Bowling Green, the department team had a young African-American player, Curtis Brant. When the players on an opposing team started making racial slurs to Curtis, Sigmund's as a team threatened to walk off the field, relenting only when the other team's players apologized and promised to halt the offensive comments. A proud moment in the history of Sigmund's and the department.

I had the privilege of coaching the department women's team for many years. Interesting memories of those years include the sheer fun of coaching and of getting to know the students in a very different environment from that in the classroom. The variety of prior softball experience was remarkable. One student, when asked to play second base, went out and stood on second base. Another had played varsity softball for Miami of Ohio. Infield arms varied from cannons to rainmakers. Again, it was fun.

Faculty Student Football

Oct 1

I believe that it was in 1968 that the faculty and graduates students played a football game. It was arranged to be a two-handed touch game, rather (of course) than tackle or flag football. We played on a full-sized practice field. The faculty had won a couple of softball games, and someone suggested that a football might be fun. I have to believe that it must have been a grad student because in retrospect it would have been a pretty damned dumb thing for the faculty to do. There were 7 male faculty members to play the whole game. But a big enough group of male grad students that rotated about three squads of fresh legs and lungs throughout the game.

Only three of the faculty played are still around, myself, and two clinicians, Ken Shemberg and Stu Keeley. Others whose names will likely be less familiar were Don Kausch and Hal Johnson, both clinicians, and Don DeRosa and Don Ragusa, experimental psychologists. We were young then.

The game lasted about an hour, but it sure seemed a lot longer than that. The game saw the two sides marching back and forth between the 30 yard lines and ended in a 0-0 tie.

Why was that the one and only football game between the graduate students and the faculty? There at least two reasons. One is that after an hour of play, all the faculty had played the full hour, and were exhausted. And sore. I was sore for a week. I did not mention that blocking was allowed. I had a bruise that lasted a week! And I hurt all over for a week!

The second is that one grad student who shall remain nameless, interpreted two-hand touch to mean free rein to express his hostility. When one of his "touches" in the back of the ball carrier sent that ball carrier sprawling face-first into the ground. The grad students took that student out of the game and did not put him back in.

In no way is this last incident typical of faculty student relationships in our department. In my experience and in the experience of many of my colleagues, that relationship was and is far healthier than in many of the departments we know about, either through friends or through our personal experiences.

The Psychology Building

Oct 17

The chair of the Psych department in 1965 was John Exner (PhD, Cornell), of Rorschach fame. To say that Exner was an operator would be a masterpiece of understatement. He convinced the then president William T. Jerome (who was, incidentally, related by marriage to Winston Churchill) that investing in the psychology department with its brand new PhD program would pay great reputational dividends to BGSU. So the department advanced to the top of the list for a new building. Before year's end we were drawing rough plans.

The first step was to see what might be learned from buildings recently built by other psychology departments. A number of plans were obtained, and we decided that the brand new Psychology building at the University of Wisconsin in Madison would be a good source. We hired an experimental psychologist and computer expert by the name of Robert Calfee as a consultant.

Different faculty members were assigned to make preliminary plans of different floors. These designs were of course subject to approval by Exner, by the university architect and finally by the architect that the university was engaged to design the building. I realize that most of these names will be just names to most of you but this is a piece of departmental history after all.

1. Don Ragusa (PhD, Buffalo) and I (PhD, UConn) were the new guys, both experimental, and were given the task of planning the first floor, which was to house undergraduate classrooms, undergraduate labs, etc. We designed Room 108 to be a banked lecture hall with 125 seats. Whenever the real architects needed space they took it from what was to be a fairly big lecture hall, but they did not take out the banking. That's how we wound up with a small banked classroom that has often served as a venue for colloquia.

2. Max Freeburne (PhD, Iowa), who joined the faculty in 1948, designed the second floor. It was to be faculty offices and secretarial space. Every faculty office had a separate workroom.

3. Several faculty were involved in designing the third floor, to serve as research and clinic space. One, Ben Rosenberg (PhD, Berkeley), wanted a psychodrama room but was overruled by Exner and the rest of the department. When someone happened to go over to look at the building as the inside was worked on, saw, to his astonishment, that the stage lighting was in and the stage was being built! Ben had slipped the psychodrama room back into plans hoping that nobody would notice. Work on the stage quickly went from construction to destruction.

4. Pete Badia (PhD, Adelphi) had primary responsibility for designing the fourth floor for human research. Laboratory walls and doors were shielded, and cable trays were installed in the hallway ceilings linking the computer room to all labs.

5. J. P. Scott (PhD, Chicago) took care of the 5th floor. Scott was a world renowned scholar, specializing in research on aggression. When the PhD proposal

was first being considered by OBOR, they said that one difficulty was the lack of a major senior scholar. J. P. Scott was lured from Bar Harbor, and later was named the first Ohio Regents Professor by OBOR. Scott maintained a dog laboratory in a building off campus for many years.

We wanted to minimize the internecine strife between areas such as clinical, Industrial and experimental. A decision was made as faculty offices were selected and assigned. In light of research in social psychology and sociology about the value of “pepper and salt” integration, faculty offices mixed the specialties in the department at that time.

The building was dedicated in 1971, and the speaker was the eminent George Miller, of the magical number 7 ± 2 fame, who was soon to become president of the American Psychological Association. At that time the building’s lobby had a large wooden sculpture covering the wall facing the entry doors. It was by Donald Drumm who did the murals on the east and west walls of the Jerome library.

The Psych Building saw significant renovation in the late 1990s. Russ Veitch (PhD, Kansas State) guided that renovation.

Faculty Roasts

Oct 22 (Taken directly from my history of the Program)

Perhaps more interesting evidence of the positivity of faculty relations comes from the many department parties and from the roasts that were common in the early years. I believe that the first department roast was of the formidable John Schuck, who had been a pilot in WW II. John announced that he intended to retire at the end of the academic year, 1985-86. The date is particularly relevant, for in August of 1984, Lowell Schipper and Don Leventhal died within 10 days of each other. The deaths of treasured friends and colleagues reminded us all of our own mortality, and I believe hastened John's decision to retire. The passing of Lowell and Don led to a deep sadness around the department for many, many months. At first John insisted that he wanted no part of a retirement party. He said something to the effect that many administrators whom he saw as more hurtful than helpful came as a perceived duty to faculty retirement affairs. Hence the affairs tended to be formal and dismal. I told John that he *was* going to have a retirement party, that in light of the recent past he owed it to the department, and that only those people he wanted to be invited would be invited. He reluctantly consented. Only faculty, faculty wives, grad students and their dates were invited. I have no idea who arranged the roast, which was held in the party room at the Ice Arena, but that evening led to a rebirth of life in the department. The grad students had enormous respect for John, who taught graduate statistics. John was generous with his time helping students outside of class.

Several of the grad students participated in the roasting as did faculty who uniformly liked and admired John. The roast was wonderful, warm and hilarious. I'll never forget how John's face and bald head turned a bright red when a grad student masterfully mimicked his characteristically halting lecture style. John laughed as heartily as everyone else.

That was the first of a number of roasts. I'll briefly mention two others. One memorable one was held the year of the 50th birthdays of no fewer than seven of the department faculty: Hal Johnson, Ken Shemberg, Bob Warehime, Joe Cranny, Irwin Silverman, Bob Conner and myself. Bill Balzer emceed the roast, and an uncomfortable memory lingers of the comments by Betsy Allgeier. She taught the human sexuality course in the department, and often made sexual references in conversation. In her roast, she made sex-related comments for each of us, many of which my wife and I thought crossed the line. Bill Balzer told me a few days later that he had nixed two earlier drafts of her comments that he had considered far more inappropriate. Jean Cranny had baked cakes for each of us, the cake in the shape of a theme relevant to the roast. Mine was a bowling ball. The wives must have taken a mischievous glee in the venue of the roast - the *Senior Citizen Center*.

In 1987, a roast of Pat Smith was held on the occasion of a major conference on job satisfaction sponsored by the department in her honor. Many distinguished I-O psychologists from other universities were in attendance. I can only speculate

about what impressions of the department that they carried away with them. The formal part of the party for Pat, in which papers on job satisfaction were delivered, resulted in a book on the topic that was edited by Pat and Joe Cranny.

I cannot resist one other roast-related comment. Someone raised the possibility of a roast of J.P. Scott on Paul's retirement. I, and I assume others, demurred. Paul did not seem to me to have the characteristics that were amenable to good-natured roasting. He was a serious and wonderfully scholarly man, just not roastable. The reason I even raised the issue is to let me slip in something that I found very surprising about Paul, a little akin to the surprising fact that Max Freeburne had played in a jazz band. Those of you who knew Paul at all will recall that he was gentle and not a very big man physically. I don't think that many people in the department would have guessed that Paul was a lineman on the football team at the University of Wyoming.

Kent State

Oct 26

This vignette is a departure from previous ones in that it is not about the department per se. It is about events that influenced the department and, as I see it, changed forever the United States and every one in it.

The broad context is the agony and anger roiling the nation during the Vietnam war. The immediate context was the turmoil in May 1960 in the colleges and universities across the country. That turmoil was the consequence of the shootings at Kent State. What then happened at BGSU is what this is about

BGSU was the only state university not to shut down, not because of any lack of anger on the part of students and faculty, but because the intensity and legitimacy of that anger was recognized by all concerned. President Jerome called for an emergency meeting of the faculty senate. We met not on campus but in the meeting room of a local motel, and he proposed a set of absolutely unprecedented actions:

5 BGSU should stay open and fulfill its obligation to students who wanted to complete their courses.

5 Any student could drop out and go home without penalty. If I recall correctly, the grade assigned to students who dropped out was "withdraw passing."

5 Dorms would be kept open for students so that students who elected to attend classes could stay in their dorms.

5 Dorms were also open to students who stayed on campus but did not attend class. Those students similarly had no penalty.

5 University facilities were made freely available for teach-ins that could be set up and conducted by faculty and/or students.

The vote was almost unanimous. One faculty member voted "no." (I had other occasions to deal with him. He felt that rules were there to be obeyed!)

The campus stayed open and my sense is that it was a hotbed of emotional and intellectual highs and lows. There were numerous teach-ins.

I will never forget what to my mind was the signature event of the day, an event that I remember vividly. I do not know who organized it, or how many people participated. It was a candlelight parade. My memory is of a line of march, at least 2 abreast, with each marcher silently holding a small candle. There was no music. No fanfare. Just people. Students, faculty, administrators and I know not who else marching at a measured, dignified pace. They marched east from the campus along East Wooster, up North Main then west along Ridge Street back to campus.

The authorities were concerned about the possibility of violence. Concerned? Panicked would be a better word. Local police, police from neighboring towns were there, as were Ohio state troopers and sheriffs. They were in riot gear, or so I was told, because I never saw any! Someone had convinced law enforcement that the sight of armed men would be the most provoking action imaginable. Someone later said that law enforcement had been waiting in the basement of the courthouse, ready to intervene if needed.

The march went on. Crowds of people lined the street, with faculty and student marshals standing unobtrusively among them. The march went on. And on. No violence. Just a peaceful march – a pretty long march.

The first marchers arrived back on the campus before last marchers took one step off that campus!

Max Freeburne

Oct 31, 2017

Every fall there is a departmental get together at which awards are presented to grad students. Five awards are named after individuals, and brief descriptions of the person for whom the award is named are typically given. The five named awards are the:

- Cecil M. Freeburne Memorial Teaching Award
- Lowell Schipper Memorial Award
- Donald Becker Leventhal Memorial Award
- Olin and Patricia Smith Student Fellowship
- Bonnie Sandman Award in I-O Psychology
- Michael E. Doherty Research in I-O Award

This vignette describes one of those people, Max Freeburne, a bit more completely.

Max Freeburne, born in Kansas in 1918, got his B.A. in 1940 at Kansas State Teacher's College and his M.A. in psychology in 1941 at the University of Iowa. Between the B. A. and M. A. Max was a professional musician. Like so many men of his generation his education was interrupted by WWII. He was fortunate in having the educational background that he did because he was given various military assignments using his education. Hence he stayed in the United States rather than, again like so many men of his generation, being sent to combat zones.

Max resumed his education after the war and got his PhD in 1948 at the University of Iowa, which at the time was on the forefront of psychological research and theory. Max was justifiably proud of his education and especially of the members of his doctoral committee. His dissertation advisor was one of the most celebrated learning psychologists of the time, Kenneth Spence, at a time in the U.S. when learning theory and research dominated experimental psychology. One of his committee members was the distinguished philosopher Gustav Bergmann.

The field was very different then. Psychology faculty in many colleges and universities were expected to teach and perform research in more diverse area than now. College and university populations had exploded as a result of a legislative act that turned out to be one of the most influential governmental actions in the history of the country, the GI Bill. For the first time, sons of farmers, laborers and shopkeepers went to college in large numbers!

Max joined the department in 1948. He must have been a very busy faculty member. He was the department chair from 1960 until 1964 when young Turks headed by the ambitious John Exner took the chairmanship. Max directed no fewer than 31 Master's theses, including the one by James Bond about whom I wrote earlier, but by the time the PhD program was approved in 1965 Max was no longer

involved in laboratory research. He published in journals as varied as the Journal of Comparative and Physiological Psychology, the Journal of Educational Psychology and the Journal of Experimental Psychology.

Max was committed to teaching and his favorite course to teach was the History of Psychology. He was really devoted to helping grad students learn to teach (hence the award), and he pioneered the use of actual visits to classrooms by faculty, to serve as a mentoring aid. The Freeburne award continues to be based on such visits. Max spoke often about the book on the history of psychology that he was writing. Unfortunately his book never got beyond hopes and notes.

I have a lot of memories of Max. He was a good guy. He was what one would call formal, even a bit stuffy. He had a passion for teaching, and he had to have a lectern for his notes as he taught. Hence I have this odd memory of Max, who seemed much older than his years, walking down the hall carrying a lectern in his arms with his notes.

Don Leventhal

By Ken Shemberg

Nov 3

Mike has reminded you that at our Fall mixer we present awards to graduate students. Among these “prizes” is the *Don Leventhal Award*. This is presented to the student who has done outstanding work in the clinical arena, and has also shown exemplary progress in other aspects of the academic enterprise.

It’s my task to briefly introduce you to Don, a man who was my close friend and collaborator over a period of 17 years. Sadly, our personal and professional relationship was terminated by his premature death in 1983.

Being born in Chattanooga Tennessee on August 30, 1930, Don was a “man of the South,” without the prejudices we often associate with that geography. He was a gentleman whose speech was sprinkled with the place of his birth i.e., “I’ll think on it.” Don earned his BA at the University of Chattanooga in 1952. He obtained his M.S. degree from Baylor University in 1953, and his PhD. was granted by the University of Houston in 1956. For the next ten years he held the position of Chair of the department at Washburn University. But with all of that, Don would tell you that the year that most influenced his clinical development was the year he interned with Austin Des Lauriers (1954-56), a giant in the field of the theory and treatment of schizophrenia.

I first met Don in 1966 in the “Bar and Grill” at the *Holiday Inn* (yep, we had one in BG back then). We were both here for job interviews. I stopped in for a “short one” before going to bed. He was sitting at a table reading a book by Des Laurier. I introduced myself and we talked about schizophrenia, and psychotherapy *ala* Des Laurier. A friendship began that evening.

Obviously, both Don and I got jobs at BG. He and John Exner shared the position of *Director of Clinical Training* (this partnership ended in two years with Don taking the position on his own). Aside from his administrative skills, Don immediately displayed another side to his professional prism, that of researcher. He proposed a partnership to do some empirical work on aggression, and we did that. But Don’s heart wasn’t in it. His passion was the theory and treatment of schizophrenia. He infected me. He taught me Des Lauriers’ approach to working with these seriously disturbed persons, an approach that was contrary to everything I’d learned up to then. Eventually we both saw patients and supervised the treatment of many others. This work led to us writing a series of papers on the psychotherapy of schizophrenia. By teaching me Des Lauriers’ way of helping those suffering from that horrible disorder, he changed my professional life. He had a habit of doing that for the folks with whom he worked (students and faculty alike).

But this wasn't enough for this guys' active intellect. He and John Schuck, an experimental psychologist, developed a research group dedicated to the study of schizophrenic patients (one of the first research groups in the department). This led to many dissertations and a lot of PhDs.

Along with all of the above, Don was passionate about teaching and supervising clinical work; and at this, he was superb. Thus in addition to research and supervision, he taught the Rorschach seminar and the graduate course in psychopathology. Don Leventhal's influence on the department was extensive. It's worth noting that his classes were never dull, and always full. I sat thru many of them, so I know.

In addition to his successful teaching, research, clinical work, and supervision, Don was an outstanding *Director*. He led the way to a major revision of the clinical curriculum. And he brought to the department a substantial amount of Government money in the form of fellowships to train clinical students.

Don's death was premature and traumatic for those of us who knew and loved him. At the time he left us he and I were working on a book, one I've never had the heart to go back to. But it's enough to say that there have been countless times when I faced a clinical problem and said to myself, "Oh, how I wish I could talk to Don about that."

Pat Smith

Nov 7

This vignette was written by Bonnie Sandman, who got her PhD in I-O in 1978, and who went on to a highly successful career in the field. Bonnie's mentor was, as you'd guess from what is below, Pat Smith. Pat was often called the "mother of I-O Psychology."

Undoubtedly Patricia Cain Smith was one of the most eminent scholars and practitioners in the field of Industrial-Organizational Psychology. Her career spanned over four decades and included scholarly academic work as well as consulting to organizations. She was a valued teacher and mentor to graduate students and imparted wisdom applicable to the field of Industrial-Organizational Psychology as well as life in general. Pat was a devoted scholar, teacher, mentor and friend. All of her pursuits were done with insight, thoroughness and humor. Working with Pat on consulting projects was nothing but fun. To use her own words, "Remember that psychology can be great fun...The joy is particularly great if it can be shared. "

Pat was born in Minneapolis, Minnesota , October 29, 1917, moving with her family to Nebraska shortly thereafter. She grew up in Falls City, Nebraska and entered the University of Nebraska in 1935 graduating with a degree in mathematics and psychology in 1939. She began her graduate studies in experimental psychology at Northwestern University and taught at Bryn Mawr College. She then went to Cornell University to work under T. A. "Art" Ryan in the area of industrial and business psychology. She completed her PhD from Cornell in 1942 with a major in industrial psychology and minor experimental psychology and neurology; her dissertation being on industrial monotony and boredom. In that same year she married a fellow graduate student, Olin "Olie" Smith. As he headed off to the Army, Pat headed off to work in industry. Her early work with Aetna Life and Affiliated Companies and Kurt Salmon Associates enabled her to apply the principles and practices of industrial psychology in the areas of selection, placement, and training. It is through this work that her interest in job attitudes began.

Returning to academia in 1948, Pat joined the Cornell University faculty becoming a full professor at Cornell University in 1963. Also, that year, she developed the concept/technique of Behaviorally Anchored Rating Scales (BARS) publishing in the *Journal of Applied Psychology*. This is a very frequently cited article and the technique continues to be used in applied settings for research as well as job performance. In her consulting work in later years she used it in various settings including in an assessment center for law enforcement personnel. BARS is an example of Pat's creativity and ability to "think outside the box," as well as her ability to put herself in the place of the rater or user of the instrument. Three years later, Pat and Ollie joined the faculty of Bowling Green State University in 1966 which had a new and rapidly growing doctoral program in industrial and

organizational psychology.

At Cornell, Pat was the principal investigator, along with Lorne Kendall, Chuck Hulin, and Ed Locke developed the Job Descriptive Index (JDI) and Retirement Descriptive Index (RDI). The research and the resulting scales were published in a seminal book, *The Measurement of Satisfaction in Work and Retirement* in 1969 when she was on the faculty of Bowling Green State University. The JDI has been translated into many languages and used in hundreds of research projects as well as applied surveys in industry. It is the “gold standard” for the measurement of job satisfaction and its factor structure has been replicated in many samples over many years. Pat’s interest in the measurement of job attitudes was sustained over decades with her chairing a research group at Bowling Green for at least 30 years. She and colleagues developed the Job in General scale (an overall measure of job satisfaction) and the Job Stress Index (for clients) as well as the Stress in General scale. She became interested in the relationship between job satisfaction and job related stress, job satisfaction and outcome variables such as intention to quit, turnover and productivity. She encouraged her graduate students to work in this area and helped them organize, enlarge and enhance a large data base to work with.

Pat published articles (over 200) spanning the research space of industrial boredom, learning curves, perception, training in motor tasks, motivation, job satisfaction, behavioral rating scales, and measurement issues, for example. Important themes to Pat were the development of research instruments using vocabulary and style familiar to respondents; programmatic research in the development and validation of measures; paying attention to anomalies and discontinuities in data; and integrating research into science and practice. Pat was thorough and accurate in all of her work. She admonished graduate students to check their data once, check it twice, then check it again. The door to her office had a sign in large letters stating, “Plot your relationships (not your personal ones) – your data points.” All graduate students should read Smith, P.C., Budzeika, K.A., Edwards, N.A., Johnson, S.M., & Bearnse, L.N. (1986). Guidelines for clean data: Detection of common mistakes. *Journal of Applied Psychology*, 71, 457-460. Pat’s importance to the field of Industrial-Organizational Psychology is also reflected in two of her most influential book chapters, “The Psychology of Men at Work” (1968) and the broadly read *Annual Review of Psychology*, “Behavior, Results, and Organizational Effectiveness: The Problem of Criteria, published in the 1976 *Handbook of Industrial and Organizational Psychology*.

Pat was one of the first recipients of the Distinguished Scientific Contribution Award given by the Society for Industrial and Organizational Psychology, Division 14 of the American Psychological Association, August 24, 1984. She served on the editorial boards on *Psychological Bulletin*, *Perceptual and Motor Skills*, *Organizational Behavior and Human Performance*, *Journal of Applied Psychology*, and the *American Educational Research Journal*.

On a personal note, Pat represented the ideal of the scientist practitioner. Her consulting work had the underpinning of sound research. She did not believe in quick fixes or cutting corners. She was able to explain to clients the need to

do things the “right way.” She was able to be calm and deliberate in the face of tough questioning (i.e. in labor arbitrations, explaining validity) and when presented with a difficult problem by a colleague she would say, “Well, let’s stop and think that through.” She would always come up with a solution. That solution was the result of her insight, creativity, and the application of psychology to the workplace.

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Ken Shemberg’s comment

Mike,

This was very good, and very scholarly. There’s an indelible story in my head about Pat. I don’t think it’s for “publication,” but it’s true. I don’t know if I told you this or not.

It was my last day interviewing for the job here. I was sitting in Exner’s office and he’d just offered me the position at \$9,00.00/yr. Then the phone rang. It was Jerry Rosenbaum from Wayne State. He wanted me to visit there while I was in the area. When I got off the phone John said, “I think we can stretch that to 9,500/yr.” I told him I’d think about it. The phone rang again. **It was Pat accepting the position at BG.** Exner immediately forgot that I was in the office. He hung up the phone, jumped out of his chair, and ran down the hall (you’ll recall we were in *South Hall* at the time) yelling “Pat is coming, Pat is coming!!” I sat there for a very long time. He finally came back to tell me all about the coup, and how I now had the chance to be part of a “first class Psychology Department.” But it was clear that he had pretty much forgotten me and was elated by the “Pat news” (which was totally understandable, this really was a coup for BG).

Ken

Lowell Schipper

Nov 11

One of the awards in the fall mixer is named after Lowell Schipper, who joined the department in 1971 after spending years at Penn State. He was a member of the I-O faculty, and he taught the graduate statistics sequence. He did not just teach statistics, he was a willing and invaluable source of statistical consulting to students and faculty alike.

One of Lowell's two doctoral students was an Air Force officer, Jack Thorpe, who got his PhD in I-O under an Air Force educational program, then went on for a research career in the Air Force. For many years, Jack worked at the U.S. Air Force think tank, DARPA. In a book called *The Pentagon's Brain*, which is DARPA's colloquial name, Annie Jacobsen wrote on p. 257 that "William Gibson did not invent cyberspace, Air Force Captain Jack Thorpe did!" What an accolade!

Skip had a research program supported by the Air Force of Scientific Research, and he impressed the research psychologists at Williams Air Force Base in Arizona that they invited him to serve as a consultant in residence for a year. At the end of that year they invited him to spend a second year there!

He played softball on Sigmund's, the department's faculty and grad student team team. Skip was a small man and while he could hit, he could not hit with much power. During a game in which he was on deck, the opposing manager got confused and thought that Joe Cranny, who is a big guy with lots of power, was coming up. The manager signaled for an intentional walk. Skip was so ecstatic about being intentionally walked that he sort of danced sideways to first base, flexing his muscles the whole way!

This brief vignette will end with the words on the plaque for the Lowell Schipper Memorial Award.

He loved to teach. He loved teaching statistics. He loved teaching all that the word statistics implies about precision and clarity of thought, in life as well as in research. He exulted in teaching statistics to talented graduate students.

*This award is presented in his memory
to a first year graduate student on the basis of academic excellence in
statistics and willingness to give of self
to help fellow students.*

Don Leventhal

By Ken Shemberg

Nov 3

Mike has reminded you that at our Fall mixer we present awards to graduate students. Among these “prizes” is the *Don Leventhal Award*. This is presented to the student who has done outstanding work in the clinical arena, and has also shown exemplary progress in other aspects of the academic enterprise.

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Don Kausch
By Ken Shemberg.

Nov 16

Don Kausch was born and raised in Wisconsin. He loved the outdoor life, sports, and children; his and those of others. Don was an exceptional clinical psychologist, a highly ethical man, a committed family man, and he was my friend.

Don and I met in 1960 when I was a first year graduate student at the University of Nebraska. I was standing in the hall looking at the schedule of classes, and feeling overwhelmed. A tall, blond haired, blue eyed guy walked up to me and said, "Hi I'm Don Kausch, can I help?" What immediately came to mind was the "mindless" sentence, "What barber gave you that fantastic flattop?"

Don was my first clinical supervisor in graduate school. He had just returned from internship and he was extremely interested in helping us young'uns learn the trade. Along with our professional relationship, he and his wife, Shirley, became family friends. We spent many hours together playing bridge, drinking beer, and having dinners. That began in graduate school and lasted until his death in 2011.

Don's impressive professional resume includes his graduating with a B.S. from the University of Wisconsin in 1953, his receiving an M.A degree from the University of Nebraska in 1958, and his obtaining a Ph.D. from that same University in 1962. During that time frame he served two years as a draftee in the U.S. Army.

After graduating from Nebraska Don took a job in the Department of Psychiatry at the Medical School of the University of Missouri. There he remained until joining the BG faculty in 1968. But how did the "BG connection" happen? Here's the story. We needed a person to direct our fledgling Departmental Clinic. And fledgling is what it was--we needed help. We didn't know how to develop a community oriented clinic. Don's name came immediately to mind. To make a long story short, I called Don, he was offered the position, and much to my personal and professional joy, he accepted the offer.

Don developed the Clinic, the *Psychological Services Center*, into a first rate Community oriented facility. He did that in part, by becoming a well-known, and highly respected citizen of the City and of Wood county. As such he joined many community organizations, became known by the local politicians, and he was appointed to the 6-4-8 Board. This latter was a group of prominent citizens who oversaw the public agencies providing Mental Health services to the residents of

Wood County. So his involvement in the community marks Don's first contribution to the community and the Department. He developed relationships with most local agencies. That led to referrals from schools, The Bureau of Vocational Rehabilitation, physicians and psychiatrists, Churches, and walk ins with problems covering the spectrum of psychopathology. How did we serve this large, diverse population? The answer to this question leads to Don's second major contribution to the community and the department; the clinic team.

Don developed the *Vertical Clinical Team*. A team was six to eight students from *all levels* of training, and they stayed intact for one year. There were four teams, each met on a specific day from 9:30 to 3:30. Two faculty members led each team, and a new case was seen each week. Students were involved in teams from their first semester thru the third and often the fourth year. Due to Don's skill at community relationships, our referral base was deep and wide. We might assess a brain damaged person trying to get qualified for government services one week, a 10-year-old child diagnosed with ADD, the next week, and a psychotic patient referred by a psychiatrist on the third week.

Don's specialty was neuropsychological assessment. So, our students got didactic training in the area, and experience with patients suffering from neurological disorders. Some of his students went on to have outstanding careers in that area.

But assessment was not the extent of his involvement with clinical training. He and Don Leventhal developed a psychotherapy supervision model that involved each clinical faculty member doing three hour-for-hour supervisions. We all participated. Patients came from the community and spanned the spectrum of clinical problems. It was a busy and exciting time.

Along with his work in the PSC, and the classroom, Don published work on clinical topics, directed dissertations, and served on many Doctoral committees. He was liked and respected by students and colleagues, as well as by members of the community. It is fair to say that Don left the clinical program a different place than it was when he came to BG.

I miss Don's gentle directness, and his exceptional skill in clinical matters, but most of all, I miss his friendship.

Bob Conner

Jan 17, 2017

Bob was born in Oklahoma in November of 1935, which means that he was among those seven of us roasted during the 50th birthday “celebration” in the Senior Citizens Center in Bowling Green, described in an earlier vignette.

He obtained his PhD from the University of Portland after having studied for the priesthood at St. John’s Seminary in San Antonio, Texas and at the Pontifical North American College in the Vatican, in Rome. Incidentally, he has a cousin who is a Trappist monk.

Bob pursued research on a research fellowship in Neuropsychology at the University of Oregon Medical School in the Department of Medical Psychology. Next he went on to spend 9 years in the Department of Psychiatry of Stanford Medical School, first as a postdoc then as a research associate. At Stanford, Bob worked with a prominent neuropsychologist, Seymour Levine, with whom he coauthored 18 publications and many conference presentations.

He joined the department in 1971, focusing his research on hormonal influences on motivated behavior, and on animal models of human psychopathology and coping. He published papers with departmental faculty members including J. P. Scott, Jaak Panksepp, Tony Nunez, and Walt McKeever as well as numerous graduate students.

Bob served as chair of the department from 1984 to 1988. He was a very effective chairman. I have vivid recollections of his style of chairmanship, which I called “chairing by wandering,” as he would just wander the halls drop by offices and talk with people. A lasting image I have of him is standing deep in thought in the second floor lobby gazing out at the parking lot, cup of coffee in one hand and cigarette in the other.

Bob Conner was a good and caring person. He died in September of 2000, after crushingly debilitating stroke.

Hal Johnson
By Ken Shemberg

Hal Johnson was born in Brighton Michigan in 1935. He died in Bowling Green Ohio in 2013. He was my friend from the time he joined the faculty at BG in 1966 until the time of his passing in 2013.

Hal and I first met when I began my University career in 1966. He had graduated from the University of Illinois in 1962 and had been teaching in the psychology department at Cornell. He began here in Ohio in 1966, the same year I arrived. In those early years Hal was a friend and a mentor to me.

He immediately took me “under his wing” as far as undergraduate teaching was concerned. That was something I’d never done, and he taught me a lot. But our relationship was broader than that. We both loved fishing. For many years he and I drove to Wahwa Canada, and took a small, pontoon airplane into one of the lakes in Ontario. There we were left on our own for a week. These are some of my fondest memories.

Hal’s specialty was psychophysiology. As such he sponsored many graduate students at all levels of training, and he was well known nationally for his work in that arena. He edited journal articles, and he published widely. Hal was truly dedicated to the area, and to his students. In addition to this contribution, he was among the group of young clinical people who revamped and modernized the clinical program. His contribution was substantial.

When I first met Hal he told me he was interested in developing a career that would lead to University Administration; he wanted to be a Dean, or, in his wildest imagination, a College President. A four-year stint as department chair changed his mind about that. He disliked the political aspects of administering anything, and he was much happier once he returned to teaching, research, and clinical supervision. He was outstanding in all of these endeavors.

Hal was highly committed to his profession, as well as a guy who liked to enjoy life. I miss him on both counts.

John Exner

Jan 3, 2018

This vignette harkens back to the very beginning of the doctoral program, which was described earlier. But this time the focus is on the person who was most responsible for developing the application to OBOR to offer the PhD, John Exner. John was chair when the application was approved in August of 1965 and when the details were hashed out in that first week of the fall semester.

John was born in 1928 in Syracuse, New York. He received a PhD in Psychology from Cornell in 1958, joined the Psych department in 1962, and quickly became chair. He was a highly skilled academic politician, and convinced then President Bill Jerome that the Psychology department had a great future. There was a building boom on campus – and on university campuses across the country - at the time, and psychology was 5th on the schedule to be built at BGSU. Exner convinced Jerome to move psych up the list from 5th to 1st.

In addition, got commitments from the administration for a radical increase in department faculty. He was chair when Don Ragusa and I were hired, making a total of 11 full-time, not counting the Counseling Center. In the following year, 7 more faculty members were added.

1968 to 1969 John served as a director for the East Asia/Pacific and North Africa, Near East, South Asia Regions of the Office of Selection of the Peace Corps. He also shared the office of Director of Clinical Training with Don Leventhal during those early years.

Exner's name is famous because of his work on the Rorschach inkblot test. The Exner system of scoring, informally known as the Comprehensive System, was first published in 1974 and is now the standard method for administering, scoring and interpreting the Rorschach. John's 2006 obituary says that through five decades, 14 books, more than 60 journal articles, and countless workshop and conference presentations, John Exner and the Rorschach became synonymous.

Pete Badia

Jan 9, 2018

Pete was a native son of Ohio, having been born in Youngstown in 1930. He went to Kent State for his B.A. and M.A., then to Adelphi on Long Island for his PhD in experimental psychology. One fact of Pete's life that was not all that well known was that he served in the allied airlift that supplied Berlin with food, fuel and other supplies when the Soviets blockaded the city in then divided Germany.

Pete joined the psych department in 1963. I first met him at the meeting of the Eastern Psychological Association in 1964, and over our many years together in the Psychology department, I believe that Pete and I shared a high degree of mutual respect. Though our research interests differed greatly, I learned a lot about being a faculty member from my contact with him.

He first gained a significant reputation with a research program investigating avoidance behavior in rats, specifically how the animals learned to maintain a safe period via the avoidance of shock. After establishing a highly productive animal laboratory that saw much thesis and dissertation research, Pete made a radical career change, and established a sophisticated laboratory to study the psychophysiology of sleep in humans.

In his two-phase career, Pete directed 34 M.A theses and 22 doctoral dissertations, as well as compiling an impressive list of publications on his own. Longstanding personal relationships were the norm between his graduate students and Pete and Rita Badia.

In light of his history of teaching, research and service to the university and to the profession, Pete was named in 1982 a Distinguished University Professor, just the 9th in the history of the university. Pete passed away in his home state of Ohio in 2016.

Doug Ullman

Jan 19, 2017

Doug Ullman was born in 1945 in Hackensack, N.J. He went to the State University of New Jersey, better known as Rutgers, for his Bachelor's degree, then went on to the University of Iowa for his Master's and PhD degrees. Before joining the Psych Department at BG in 1972 he did an internship at The Children's Village in New York, was a lecturer at Manhattan College (yes, Manhattan is in the Bronx, NYC), and did clinical traineeships at the University of Iowa and at the V.A. in Iowa City.

Doug was very active in research at BG, with a focus on problems in children and adolescents. His vita shows that he published with 5 other faculty members as well as a lot of grad students. His successful collaboration with faculty, including one non-clinical faculty member (me) reflects the collegiality that marked the department during all my years on the faculty. I can attest that Doug was a dedicated and careful investigator, as he and I worked together on issues related to the diagnosis of hyperactivity. In his role as a research mentor, he directed 24 M.A. theses and 13 doctoral dissertations.

In spite of his commitment to research and publication, I think that Doug's heart was at least equally in clinical work, not only in direct contact with clients and the teaching of clinical skills to graduate students, but also in community outreach. He was an effective director of the Psychological Services Center for several years, and in that role served as consultant to more than a dozen community organizations in Wood County and beyond.

I'll try to draw a fuller picture of Doug. He was, to put it mildly, an intense guy in everything he did. His intensity showed up clearly in his dedication to sports. He was an avid New York football Giants fan, flying to the Meadowlands in New Jersey (yes, the New York football Giants play their home games in New Jersey!). Doug, along with Joe Cranny, was a prime mover in arranging faculty student softball games and in organizing the departmental team that played in local community leagues.

Doug passed away in 1999. There is so much more that he could have accomplished.

John Paul Scott

Jan 21, 2017

Paul Scott was born in 1909 in Kansas City, Missouri, the son of John W. Scott, the chair of the Department of Zoology at the University of Wyoming. Paul graduated from the University of Wyoming with a B. A. in zoology with minors in English and psychology. I was surprised to learn that, in spite of his small size, Paul was a lineman on the university's football team. He received a Rhodes scholarship to attend Oxford University, then in 1935 received his PhD in Zoology from the University Chicago working with the renowned Sewall Wright. From 1935 to 1945 he was a professor and chair of the department of Zoology at Wabash College. In 1945 he moved to the Jackson Laboratory in Bar Harbor, Maine, and in 1965 he was named a Research Professor and Director of Graduate Studies in Psychology at BGSU. Paul was later named the first State of Ohio Regents Professor.

Paul had an extensive and impressive history of publishing books and articles. Since coming to BGSU his books included *Genetics and the Social Behavior of the Dog* (1965), *Early Experience and the Organization of Behavior* (1968), *Social Control and Social Change* (with wife Sarah)(1971), *The Physiology of Aggression and Defeat* (with B. Eleftheriou)(1972), *Separation and Depression* (with E. Senay)(1972), *Guide Dogs for the Blind* (with C. J. Pfaffenberger)(1976), *Critical Periods* (1978), and *The Evolution of Social Systems* (1989).

When the department first proposed the establishment of a PhD in psych to the Ohio Board of Regents, OBOR replied that have a viable doctoral program, BG needed a senior scholar. In order to satisfy that condition, the department hired Paul Scott in 1964 and the proposal was approved. At Bowling Green Paul directed 6 M. A. theses and 8 doctoral dissertations. The first student to complete the program for a PhD in psychology at BG was, fittingly, a student of Paul's.

That tells you a little about who Bowling Green's J. P. Scott Center for Neuroscience, Mind, and Behavior was named after – and why. After an illustrious career, Paul passed away in 2000.

I asked Vern Bingman to write the vignette on Jaak simply because he could do a much better job than on Jaak I could. His version was quite long, and I shortened it. I'll be happy to email the longer version to anyone who would like to read it. Just send me an email.

Jaak Panksepp

Jan 26, 2018

Jaak Panksepp was born in the Baltic republic of Estonia in the middle of World War II (5 June, 1942). As difficult as those times must have been for his family, they also served as a prelude to the tenacity and courage Jaak has displayed in his career as a scientist.

A 1965 graduate of the University of Pittsburgh, Jaak got his Ph.D. at the University of Massachusetts-Amherst in 1969, at first in clinical psychology, but rapidly shifting to physiological psychology. He pursued several years of post-doctoral work at the University of Sussex in England. In 1971 United States and pursued another year of post-doctoral research on sleep physiology and biochemistry at the Worcester Foundation for Experimental Biology.

As a graduate student, Jaak's conversion from clinical psychology to behavioral neuroscience was due to an appointment to a VA Traineeship in 1965, which led him to work in the EEG laboratory of Arnold Trehub at the Northampton VA Hospital. He was 'hooked' by the phenomenon of self-stimulation reward, and initiated a series of studies that focused on brain self-stimulation, primarily in the hypothalamic region. That work led to a rich research career into the potent control that subcortical hypothalamic and midbrain networks have on primal emotions and motivated behavior. Therefore, it is not surprising that early in his career Jaak carried out a number of studies examining brain mechanisms of feeding/satiety and sleep/wake cycles.

In 1972, Jaak joined the faculty at Bowling Green, where he received a Research Scientist Development Award from NIH), and was named Distinguished Research Professor in 1988. Soon thereafter, he set up an interdisciplinary exchange program with the University of Salzburg, Austria.

It was during the 80's that Jaak shifted his investigations of brain mechanisms regulating social attachment and social dysfunction, It was during this time that he published, with Barbara Hermann, a BGSU graduate student, his watershed paper in Science "Ascending endorphinergic inhibition of distress vocalization". The clinical implications of the discovery that endogenous opioids specifically modulate mammalian social emotions led Jaak to work closely with the autistic community as both a vocal advocate for better understanding the nature of autism and the development of important treatment interventions.

Jaak's research always had the explicit goal of better understanding the human condition, and in particular, he always had his eye on the relevance of his research for improving treatment options for a range of psychiatric disorders. For Jaak, his proposed model of emotions being > principally guided by evolutionary ancient, and conserved, midbrain structures shaped pretty much everything he did and was the departure point for what is probably his most significant and impactful accomplishment; his 1998 book "Affective

Neuroscience”. The success of this book cannot be overstated; it has arguably done more to legitimize the scientific investigation of emotions and their underlying neurobiology than any other piece of academic work. He was invited to edit a Textbook of Biological Psychiatry (published in 2005 by Wiley), and he accepted on the condition that he could promote a basic affective-emotional approach to understanding psychiatric disorders.

Jaak’s genius as a scholar and a researcher can be found in any of a number of places, but one favorite example would be his 1990s recognition that to understand depression one also needs to understand sources of emotional stability, especially by understanding psychological pain and pleasure. In short, the origins of positive affect are as relevant to understanding depression as the well-accepted behavioral and neural properties of depression. With this as premise, Jaak once again revolutionized affective neuroscience with his research into play behavior and the emission of ultrasonic vocalizations in rats as an analog of laughter. Although the idea of “laughing” rats was treated with some skepticism by some members of the behavioral neuroscience community, Jaak, together with numerous student and post-doctoral collaborators, carried out a series of experiments demonstrating that high frequency vocalizations in rats were a robust indicator of positive affect and a marvelous model system to better understand the neurobiological underpinnings of not only well-being but drug addictions and psychiatric mood disorders. The same approach is also important as a way to guide neuroscientific inquiries into new anti-depressant therapies.

Jaak’s laboratory at Bowling Green produced 18 M. A. theses and 19 doctoral dissertations. He “retired” from BGSU in 1998, continued his work at other institutions, and passed away in Bowling Green on April 8, 2017.

Feb 11, 2018

This is the next to last description of faculty who created the reputation that grad students will carry with them as they go on the job market. One criterion was that in my judgment they were key contributor especially to the doctoral program which granted its first PhD in 1968 - just 50 years ago. The other criterion was that the the person had passed away. I knew all of the people about whom I wrote, which made the writing at times difficult. Another criterion was that I felt like writing it because it mattered. Hence the vignettes on the first few days of the program, softball and Kent State. Thanks to colleagues who contributed, especially Ken Shemberg who has been at BG ALMOST as long as I have.

Betsy Allgeier

Betsy joined the Psych department as a social psychologist in 1980. She joined BGSU in 1980 and retired in 2004. She earned her BS from the University of Oregon, her Master's from SUNY Oswego and her PhD in Psychology from Purdue.

She was the Editor of the Journal of Sex Research in the 1990s and a Fellow of the Society for the Scientific Study of Sexuality, serving as its President between 1985-86. She introduced an undergraduate course in human sexuality at BGSU, which – no surprise - became a hugely popular course. In 1998, Betsy and her husband Rick published the textbook, Sexual interaction, which was used in he undergrad course at Bowling Green and adopted widely around the country. Her popularity as a teacher is attested by her winning BGSU's Master Teacher Award in 1988 and being named Outstanding Contributor to Graduate Education in 1992.

Sexuality research became a significant aspect of our program in social psychology, as Betsy directed 19 MA theses and 17 doctoral dissertations. Her national reputation was driven home to me by a personal experience. I have a nephew who is a prominent sex educator and when he found out that I actually knew Betsy Allgeier, he was really impressed; My stock went way up in his eyes!

Betsy died on October 9, 2016 in Grass Valley California.

Bob Guion
By Scott Highhouse

Feb 12, 2018

Although Bob Guion was already well into retirement when I joined the BGSU faculty in 1996, I was lucky enough to work with him on research and co-author a book with him. As Bob was a graduate school idol of mine, this was truly an honor.

Bob received a Ph.D. from Purdue University in 1952. He joined the BGSU faculty where he rose through the ranks and was ultimately honored by being named a Distinguished University Professor. Bob led the development of the masters and then the doctoral program at Bowling Green State University. He served as chair of the department from 1966 to 1971.

Bob won the James McKeen Cattell Award for research design from the Division of Industrial Psychology of APA in 1965, and won it again in 1981. He was named a James McKeen Cattell Fellow in 2000 by APS for his contributions as an applied scientist. Bob was elected president of two APA divisions (14 & 5). He edited the Journal of Applied Psychology from 1983 to 1988.

Bob was intensely curious, and vigorously pursued outside interests as a chocolatier and candy maker, glass blower, and music theorist. Bob began swimming in his 40s (He once told me that he took it up while at a conference in Colorado). I often ran into him in the rec center locker room well into his late 70s. Most who knew Bob commented on his curmudgeonly disposition, disarming smile, and the “twinkle in his eye.” On October 23, 2012, Bob passed away at age 88.

Appendix II

Other vignettes of faculty members students written during the winter months of 2017 -2018 but not sent to all departmental faculty, staff and graduate students.

Don Ragusa

Don joined the Psychology Department in 1965, the same year that I did. Don's research interest was learning theory and, as was typical during that era of experimental psychology, his subject population was rats. His doctorate was from the University of Buffalo. Don did not establish a research program at the university, but he was a very popular teacher. He and I did a lion's share of the teaching of introductory psychology during the first couple of years of the doctoral program, and my daughter, Mary Lynne, said that Don's introductory course was excellent. In addition to teaching introductory psych, Don was also involved in the teaching of Human Sexuality course that Betsy Allgeier introduced, teaching the course from time to time when she could not. Part of Don's teaching prowess was due, I believe, to his remarkable sense of humor.

Don directed 4 Master's theses and one doctoral dissertation in his years in the department. He spent several years in the A & S dean's office as dean of students, and returned to the department when Paul Olscamp became president. During those years in which Don was in the dean's office, he maintained contact with the department by maintaining an office in the building and regularly teaching large sections of Intro psych. Don passed away in Bowling Green in October of 2007.

Mike Nagy

Zoltan Michael Nagy joined the psych department in 1970, Mike's bachelor's degree was from Bucknell in 1962. His PhD was from Princeton and it was a sort of standing joke in the department that whenever there would be a discussion about our undergraduate program Mike would tell us about how they did it at Bucknell. If there was some issue involving the doctoral program Mike would tell us about how they did it at Princeton!

On the completion of his PhD, Mike taught for four years at Susquehanna University, where he published many papers with a colleague, Jim Misanin. His research at Susquehanna and at BGSU was essentially a continuation of his doctoral work in developmental neuroscience at Princeton with Byron Campbell. One characteristic of Mike's work was the highly complex multifactorial designs that he used that entailed very large numbers of subjects, which I think were always mice. A senior member of the chemistry department told me that Don had helped him enormously with complex designs in his own work. He 10 directed Master's theses and 4 doctoral dissertations.

After retiring from BGSU, Mike relocated to Oxford Ohio, where he was an adjunct professor of psychology for several years and contributed to the program in cognitive neuroscience. He remained at Mami in Oxford until his death in November of 2005.

Jack Greene

Jack Greene was born in Detroit, Michigan in 1923. After receiving his B.A. in psychology was from Wayne State in 1948 he went on to the University of Oregon for his M.A. in Psych and to the University of Illinois for his PhD in Psychology in 1955. He joined the BGSU faculty in the same year as an experimental psychologist.

In spite of the fact that Jack got off to a fast start by publishing two articles with his eminent mentor, P. T. Young, in the *Journal of Comparative and Physiological Psychology*, he did not publish any research at BGSU. This was in spite of the fact that he ran extensive studies in anagram solution and had some truly elegant experimental data. Jack directed 12 Master's theses.

In my early years at BG I had extensive contact with Jack, and I was struck by his intellect. A faculty wife of my acquaintance once told me that Jack was an excellent teacher of statistics. He spent a lot of time playing cribbage with students. Jack died on February 23rd, 1999.

Frank Arnold

During my first few years at BG the Counseling Center was part of the Department of Psychology, and Frank was the director of that center. He was born in Hillsboro, Ohio in 1918. He got his BSc in education in 1942 and M. A. in Psychology from Ohio State in 1948, both from Ohio State, and his PhD in Psychology from Syracuse in 1951. Frank joined the department in 1948 and became director of the Counseling Center in 1951. Jim Wright, an OSU PhD who had joined the department in 1947, was also a faculty member in the Counseling Center. Frank directed 11 Master's theses.

The separation of the Counseling Center in the late 1970s was due to philosophical differences concerning therapeutic techniques. At the separation, Frank and Jim Guinan went to the counseling center that was housed in the Student Services Building (the "round" building), Roman Carek stayed in the department for a year before going to the Counseling Center full time, and Bob Warehime stayed half time in the department and half time in the counseling center until his retirement.

Subsequently a 1986 graduate of the department's doctoral program in psychology, Craig Vickio, became full time in the Counseling Center and ultimately its director.

My recollection of Frank, whom I did not know well, was that he was a very gentle, low key person. His son, John, got his PhD in I-O psychology from BGSU in 1977 with Bob Guion as his major professor. John went on to a highly successful career as an I-O psychologist in business. Frank passed away in 1978.

Brian Sutton-Smith (from Wikipedia)

Brian Sutton-Smith was born in Wellington, New Zealand in 1924. He trained as a teacher, completed a BA and MA, and was in 1954 awarded the first PhD in Education in New Zealand. Following the completion of his PhD, Sutton-Smith travelled to the USA on grant from the Fulbright Program, where he began an academic career with a focus on children's games, adult games, children's play, children's drama, films and narratives, as well as children's gender issues and sibling position.

Sutton-Smith was the author of some 50 books, the most recent of which is *The Ambiguity of Play*, and some 350 scholarly articles. He served as president of *The Anthropological Association for the Study of Play* and of *The American Psychological Association*, Division g10 (Psychology and the Arts). As a founder of the *Children's Folklore Society* he received a Lifetime Achievement Award from the *American Folklore Society*. For his research in toys he received awards from the BRIO and Lego toy companies of Sweden and Denmark. He participated in making television programs on toys and play in Great Britain, Canada, and the U.S., and was a consultant for Captain Kangaroo, Nickelodeon, Murdoch Children's Television, and the Please Touch Museum in Philadelphia.

His academic life consisted of 10 years at Bowling Green State University, Ohio, 10 years at Teachers College, Columbia University in New York, and 17 years at the University of Pennsylvania. He then retired to Sarasota, Florida. He died of Alzheimer's disease on March 7, 2015 in White River Junction, Vermont.^{[2][3]}

Sutton-Smith had recently been engaged as resident scholar at The Strong in Rochester, New York, home to the Brian Sutton-Smith Library and Archives of Play. He passed away in March of 2017.

Ben Rosenberg (from his obituary at Legacy.com)

Ben was born on May 11, 1922 in San Francisco, CA.. He was known for his work on the effects of birth order on personality, died Wednesday in Oakland. He received his B.A., M.A., and Ph.D., all in the field of psychology, from the University of California, Berkeley. Through his career, he authored many articles, monographs, and chapters, and co-wrote several books - most notably *The Sibling Sex and Identity*, and *Half the Human Experience: The Psychology of Women*. He directed 2 doctoral dissertations and 11 Master's theses. Based on his investigations into the effects of birth order on personality, Ben was called upon later in his career to consult extensively with Chinese colleagues on the potential ramifications of China's one child policy.

In addition to his academic work, Ben began and ended his career as a clinician, working finally in private practice in San Francisco where he was deeply devoted to his many patients. He served three years in the Army Air Corps during World War II as a radar mechanic. Ben died on Aug 3, 2005

Harry W. Hoemann (from his obituary)

Harry W. Hoemann was born on Jan. 10, 1932, in Port Hudson, Mo. He grew up in Washington, Mo., and was a graduate of St. Paul's Academy in Concordia. He received bachelor of arts and bachelor of divinity degrees from Concordia Theological Seminary in St. Louis. While a seminary student, he took sign language courses which allowed him later to serve deaf congregations in Pittsburgh and Washington.

Harry had a master's degree in deaf education from Gallaudet University in Washington and a master's and doctorate in developmental psychology from Catholic University in Washington. He was hired by BGSU in 1969, where he wrote several texts, including *Introduction to American Sign Language*, and created videos and other aids. In addition, he and his wife, an illustrator, created flash cards in American Sign Language. "He wanted to help prove that sign language is a language, not just pidgin something," his wife said. "When he started here, sign language was almost a forbidden language. No school would teach it. They were insisting on lip reading."

His American Sign Language courses drew dozens of students each term. His scholarship focused on communication skills in deaf children. When asked to make a comment for his obituary, I said that "He made unique contributions. He had not only the theoretical, but the practical — teaching sign language — as well ... What Harry did mattered in people's lives."

Harry was active in the graduate program, directing 10 Master's theses and 5 doctoral dissertations. He passed away on February 8th, 2014.

Katsushige Kazaoka

Kats was born on October 17th, 1932 in Mono California. On July 2, 1942, He along with his large family were interned in a relocation center in Salinas, California. They were interned for the duration of WWII. They were released from the relocation center in Colorado on August 30th, 1945 and their destination was Bridgeton, NJ.

Kats joined the BGSU faculty in 1964, with a Bachelor's degree from Juniata College in Huntington, Pennsylvania, a Master's degree from DePauw University In Greencastle, Indiana, and some graduate work at the University of North Carolina. He obtained his PhD in clinical after he left BGSU.

In 1979 Kats was an associate professor at Long Island University and the director of the Division of Behavior Modification of the Mental Retardation Institute. Kats and I were pretty good friends, and we joined a bowling league in town. Kats passed away in 1984.

John Schuck

John was born in Findlay in 1922. He got his B.A. with a major in journalism at Ohio State and his M.A. from BGSU in general/experimental. His M.A. thesis in 1957 was supervised by Jack Greene. It is my understanding that he operated a successful business for a number of years, then returned to Ohio State for a PhD in general/experimental. He began his academic career as an instructor at BGSU, then went on to Iowa State for four years before returning to the faculty at BGSU.

John directed 19 Master's theses and 6 doctoral dissertations at BG.. Among his master's students was J. Bruce Overmier, who went on for a PhD at the University of Pennsylvania and for a distinguished career at the University of Minnesota. As well as being a highly accomplished experimentalist with publications in a wide variety of journals, Jon was knowledgeable in statistics, and taught grad stat in the department on a number of occasions. One final note, though I do not know the details, John had been a fighter pilot in the military, an experience about which he never spoke. An adjective that comes to mind when I think of John, for whom I had considerable respect, is "formidable."

John Passed away in Fort Myers, Florida, on May 29, 1999.

Appendix III

The proposal for the PhD in Psychology originally submitted to OBOR in 1964.

THE GRADUATE SCHOOL
A PROPOSAL TO ESTABLISH A PROGRAM
OF STUDY AT
BOWLING GREEN STATE UNIVERSITY
LEADING TO THE DEGREE
DOCTOR OF PHILOSOPHY
IN
PSYCHOLOGY

Submitted by the
Department of Psychology
Bowling Green State University
Bowling Green, Ohio
December, 1964

ABSTRACT OF THE PROPOSAL

I. For five years or more, the Department of Psychology has been building its staff, developing library holdings, and studying its curriculum in preparation for doctoral work. On behalf of the Department of Psychology and the Graduate School, Bowling Green State University proposes a program of study leading to the degree of Doctor of Philosophy in Psychology.

II. The proposed doctoral program in Psychology has been carefully studied and approved by the Doctoral Committee, the Graduate Council, and the Academic Council with the recommendation to the Board of Trustees that it be approved and recommended to the Board of Regents for consideration and approval. When approved, the doctoral degree program in Psychology will be offered by the Department of Psychology, which is an administrative unit of the College of Liberal Arts. Its graduate programs come under the jurisdiction of the Graduate School.

III. The principal reason for proposing the doctoral program in Psychology is that there is an acute shortage of doctorally trained psychologists at both national and state levels. These needs are manifest in the field of mental health, in the academic area, in business and industry, and in research organizations. In mental hospitals, children's clinics, etc., no fewer than 2,500 doctoral level clinical and counseling psychologists are needed to bring psychology staffing up to minimum standards set by the Joint Commission Report on Mental Illness and Health. The American Psychological Association Convention in 1963 listed 375 vacancies for doctorates in the areas of industrial, personnel, and research psychology.

In Ohio, Dr. Milton McCulloch, Chief Psychologist for the State of Ohio Division of Mental Hygiene and Correction, has indicated that the existing doctoral programs in Ohio cannot fill the needs of the state for psychologists. Dr. Henry Luidens, formerly Commissioner of the Division of Mental Hygiene, in a letter to the University urged the establishment of a doctoral program and said that he hoped we could ". . . add substantially to the number of trained scientific personnel in the Ohio area. . . . If it would be possible for you to add the Ph.D. program in clinical psychology to your curriculum, all would benefit therefrom . . ." Dr. Lowell Dillon, present Commissioner, has offered similar encouragement by stating, ". . . we would be able to utilize many more than you will graduate in the foreseeable future."

IV. The proposed curriculum permits considerable variation in emphasis within each of three broad areas of specialization: clinical, general-theoretical-experimental, and industrial. The areas of specialization are linked together, however, by the premise that any student awarded the doctorate in psychology must be notably familiar with all areas of psychology and is expected to demonstrate proficiency in measurement, individual differences, learning, perception, motivation, social psychology, physiological psychology, and research methodology.

v. Qualifications of the University for offering the program include: (a) preliminary accreditation to the doctoral level by the North Central Association, (b) a highly qualified, productive, and professionally active staff [13 books and 266 articles, with the majority of these published since 1955], (c) well developed one and two-year graduate programs in psychology, and (d) strength in related and cognate departments, such as Biology, Business Administration, Education, Sociology, and Speech--speech pathology and audiology.

VI. Enrollment is expected to maintain the current level of 67 students or 53.75 FTE. The expected number of doctorates awarded is between six and twelve degrees annually by 1968, with consistent increases thereafter. Currently, more qualified candidates apply for admission to doctoral programs in psychology than can be accepted. In some instances, the ratio of denials to acceptances is more than nine to one.

VII. Available facilities are good, but an additional 3,100 square feet of space are required to maintain the quality of the present program. With current needs fulfilled, an additional 5,150 usable square feet will be required upon beginning doctoral work. Before the end of the decade, however, it will be necessary to construct 35,000 usable square feet to take care of the program. (It should be understood that the new construction will release to other uses space now occupied by Psychology.) This space is currently included in the request for capital improvement funds submitted by the University for the 1967-69 biennium. An already excellent staff will, with the additions suggested below, be ready to begin a doctoral program in 1965-66. Two additions to staff plus one full-time electronics technician will be required to begin the program, and with projected staff additions of one-per-year through 1970, the Department will offer a strong doctoral program. Library holdings are excellent and require only modest improvements. But substantial purchases of equipment will be necessary as the doctoral program develops.

VIII. Estimated costs of the program are presented for the next three biennia, with the understanding that some of them would have to be met even if a doctoral program were not instituted. This situation exists because the Department of Psychology has, and has had for some time, a dynamic on-going program attracting increasing numbers of graduate and undergraduate students. For 1965-67, projected increased costs are \$192,550 (\$77,250 for modifications of physical facilities for program expansion). For 1967-69, increased costs are projected in the amount of \$1,228,500 (\$1,175,000 of this is for a Behavioral Sciences Building, which will need to be built regardless of the doctoral program). Projected increased costs in 1969-71 are \$47,000. By 1970, the University will have increased the annual budget for the Department by \$127,800 and provided one-time allocations totaling \$1,340,250, much of which is for capital improvement. There are definite possibilities that funds from outside resources can be obtained from N.D.E.A. to provide significant amounts of student aid and research monies. There are also possibilities that, after the program is underway, large matching funds can be obtained for equipment and capital improvement from such sources as the National Institute of Mental Health and the Buildings and Facilities Act.

IX. In the course of the development of the proposal, several distinguished psychologists were consulted. In May, 1964, the Graduate School employed Dr. Sherman Ross, Director, Education and Training Board, American Psychological Association, as a consultant. His review of the proposal is quite favorable. As a result of his review, a new Psychology Training Clinic is now in operation and significant staff additions have occurred. It is suggested that additional evaluation may be elicited from a consultant recommended by the American Psychological Association, or from senior psychologists from other Ohio universities now offering the doctorate in psychology. It should be added that it is anticipated that a doctorate in psychology will, as it develops, present unusual opportunities for interdisciplinary cooperation with other advanced graduate areas, such as speech rehabilitation and therapy, biology, and certain aspects of education.

I. PROPOSED DEGREE PROGRAM

Beginning with the academic year 1965-1966, Bowling Green State University proposes to institute a program of study leading to the degree, Doctor of Philosophy in Psychology. It is intended that within their degree area, candidates may concentrate in the broad areas of psychology, such as General-Theoretical Experimental Psychology, or specialize in Clinical Psychology or Industrial Psychology.

II. ADMINISTRATION OF THE PROPOSED PROGRAM

The proposed degree program will be offered by the Department of Psychology. The Department of Psychology is administered as a part of The college of Liberal Arts. Its graduate programs fall under the jurisdiction of The Graduate School.

III. PRINCIPLE REASONS FOR PROPOSING THE PROGRAM

The American Psychological Association lists 25 "divisions" or sub associations. Inspection of the membership listings of these divisions, however, reveals that there is extensive duplication of membership among these divisions. It would appear therefore, that the divisions represent different areas of application in psychology, rather than different kinds of training. Also, the publications from the Education and Training Board of the American Psychological Association over the past several years reveal a consistent emphasis upon the

similarities among graduate curricula in psychology, rather than upon the differences, Present graduate offerings of the psychology Department at Bowling Green State University represent an attempt to provide the kind of unity stressed, but with sufficient diversity to permit the graduated student to shift into any of several actual vocational choices. It is proposed to continue and extend this emphasis into a Doctoral program which will meet the standards set for approval by the American Psychological Association.

After prolonged study, the Psychology Department staff have decided that doctoral curriculum proposed herein should be oriented toward three basic areas in psychology. These are General-Theoretical-Experimental Psychology, with specialization available in its sub divisions such as learning theory, theory construction, and developmental psychology; Clinical Psychology; and Industrial-Personnel Psychology. These are areas in which the need for highly trained psychologists is great. Moreover, they are areas to which the present one-year and two year programs in the Psychology Department are geared. Virtually all inquiries received by the Department concern these areas, and virtually all job placement and advance study beyond our present programs have occurred in these areas.

A. The National Need for Doctorally-Trained Psychologists

G. W. Albee has given considerable evidence that graduate schools are falling far short of filling current and projected needs for Ph.D. level psychologists in all areas of specialization.¹

¹ Albee, G.W. Manpower Shortages in Psychology. American Psychologist, 1963, 18, 90-95.

Using the estimation methods of the U. S. Office of Education and of the Research Division of the National Education Association, he finds that by 1967 approximately 1 000 psychologists will withdraw from the field each year, for various natural reasons such as retirement, death, change of vocation, etc. The annual output of doctorates in psychology from present graduate programs will probably not exceed 1200 by 1970 even if present programs operate at maximum capacity. Albee also notes that new positions are being created in psychology at a rate of from 300 to 600 per year. Thus present graduate programs operating at capacity are able to provide only seventy-five per cent of the supply needed and by the early 1970's will produce less than two-thirds of the estimated number required. The acuteness of the present shortage is manifest in every specialty area of psychology.

1. Needs in the Academic Area

In 1955, there were 144 new full-time psychology teachers employed in colleges and universities. By 1961 this number had increased to 320 and in 1963 the number had exceeded 500. Using the projections of the Research Division of the National Education Association we find that this number will approximate 800 by 1965-66. The Employment Bulletin of the American Psychological Association listed a total of 461 academic vacancies during 1963 of which 88 were listed for at least nine months. Fifty-six were listed for the entire year and are considered by the American Psychological Association to have remained vacant. The Ph.D. degree was required for 91 per cent of the positions. An additional 219 academic vacancies requiring the Ph.D. degree

were listed at American Psychological Association Convention Placement Services during 1963. More than 25 per cent of these were unfilled or were filled by persons with less than the desired qualification.

2. Needs in the Clinical Area

The Joint Commission Report on Mental Illness and Health indicates that in 1960 there was an immediate need for 000 additional doctoral-level psychologists in the mental health field alone.² In mental hospitals, intensive treatment centers, children's clinics and the like, no fewer than 2,500 doctoral-level clinical and counseling psychologists would be immediately required to bring psychology staffing to the minimum standards set by the Joint Commission Report. American Psychological Association Convention Placement Services listed 1114 vacancies in clinical and counseling psychology in 1963, of which 81 per cent required the Ph.D. degree. The "f":mployment Bulletin of the American Psychological Association repeated the listings for 244 clinical and counseling positions during 196 and they are considered to have remained vacant. These numbers even fall short of emphasizing the chronic vacancies in this specialty area. Many state and federal agencies, rather than list each vacancy separately, publish a monthly notice indicating chronic vacancies at almost all levels of training. This procedure is followed by the State Departments of Mental Hygiene for New York, California, Pennsylvania, New Jersey, Texas, Kansas, Michigan, Illinois, and Ohio, and by federal organizations such as the

² Joint Commission Report on Mental Illness and Health, Action for Mental Healt. New York: Basic Books, 1961.

Veterans Administration, the National Institute of Mental Health, and the United States Army, Navy, and Air Force. These few listings represent nearly 1,800 vacancies.

No geographic area is spared the shortage. At a meeting of directors of university clinical psychology training programs and state level psychologists of the ten Northeastern States at Princeton University in 1962, the following recommendations were made: (a) current graduate programs should be expanded, (b) new graduate programs should be created, and (c) new professional schools of clinical psychology should be established. Similar recommendations were independently derived by Tyron after his survey of the national scene.³

3. Needs in the Industrial-Personnel-Research Areas

The American Psychological Association Convention Placement Services listed 375 vacancies in these areas during 1963. The Employment Bulletin repeated listings for 71 vacancies in all twelve issues during 1963 and they are considered to have remained vacant. The Ph.D. degree was required for 79 per cent of these positions. These numbers do not include vacancies represented by regular advertisements listed throughout the year by such organizations as the Personnel Research Laboratory of the U. S. Air Force, The National Institutes of Health, the Human Resources and Research Office, the National Aeronautics and Space Agency, and the Training Research Laboratory of the U. S. Navy. These few listings represent more than 400 vacancies. Needs in these areas are predicted to increase sharply during the present decade in light of greater emphasis in industry on management

³ Tyron, Robert C., Psychology in Flux, American Psychologist, 1963, 18, 134-143.

and personnel research and in light of recent developments in human factors analysis, systems research, and organizational research.

There are approximately 23,000 psychologists in the United States. It is highly improbable that this number can be increased significantly through the productivity of existing graduate programs. Manpower needs in psychology will continue to rise, so that the existing gaps between supply and demand will widen. New and creative efforts must be made in higher education to provide doctoral training for more students, without jeopardizing quality or halting the movement toward higher levels of excellence.

B. Ohio's Need for Doctorally Trained Psychologists

Vacancies for psychologists in Ohio have consistently represented between five and seven per cent of the national need, as indicated by listings at the American Psychological Association Convention Placement Services and in the Employment Bulletin. This figure is exclusive of the standing advertisement in the Employment Bulletin by the Ohio Division of Mental Hygiene and Correction, indicating vacancies for psychologists at all levels of training and experience. Seventy per cent of the vacancies listed for Ohio positions require the Ph.D. degree.

The needs in the academic area in the State are indicated by replies to a questionnaire sent to 37 colleges and universities during the 1962-63 academic year. Twenty-seven replies were received. All respondents indicate that the preferred level for academic appointment is that of the Ph.D. Seventeen schools, including such institutions as Oberlin, Ohio Wesleyan, and the

Ohio State University, indicate difficulty in obtaining psychologists at the desired level of training. Twenty-one of the twenty-seven respondents indicate current vacancies and anticipate difficulty in filling these positions. All respondents indicated that they would gladly employ psychologists trained in Ohio and were encouraging to this proposal.

Professionally knowledgeable persons in Ohio have been urging the Psychology Department at Bowling Green State University to advance to the doctoral level in training psychologists. The level of excellence achieved by our present sub-doctoral programs is indicated by the fact that, according to Dr. Milton McCulloch, Chief Psychologist for the State of Ohio Division of Mental Hygiene and Correction, Bowling Green State University has been the only non-Ph.D. granting institution in the State receiving the graduated training stipends provided by the Division for clinical psychologists in training. Dr. McCulloch has indicated that the existing doctoral programs in the State cannot fill the State's needs for psychologists. Dr. Henry Luidens, formerly Commissioner, Division of Mental Hygiene for the State of Ohio, in a letter to the University to urge the establishment of doctoral training has said that he hoped we could " add substantially to the number of trained scientific personnel available in the Ohio area.... If it would be possible for you to add the Ph.D. program in clinical psychology to your curriculum would all benefit therefrom...." Dr. Lowell Dillon, present Commissioner of the Division of Mental Hygiene has offered similar encouragement for the proposed program. He points out

that the State Department of Personnel requires the Ph.D. degree for two important functional levels in state mental hygiene hospitals and clinics. In adding his encouragement he states "we would be able to utilize many more than you will graduate in the foreseeable future." Similar support has been received from psychiatrists and psychologists and business people throughout the State.

C. Potential Use of Doctoral Students in Psychology by B. G. S. U.

There are two basic areas in which Bowling Green State University could derive benefit from doctoral students in psychology. The first is in the area of teaching. More and more as enrollments swell and as additional sections of classes become necessary, and as senior staff for higher-level courses becomes more difficult to acquire, universities are turning to advanced graduate students to assist in teaching, and second, third, and fourth year graduate students have been shown to provide competent instruction in laboratories, quiz sections, and selected undergraduate courses. We expect that, under supervision, this type of acceptable quality instruction would be available. We are reinforced in this view by the success we have had with selected first and second year graduate assistants in teaching quiz sections of Introductory and Developmental Psychology.

A second area in which advanced graduate students would be of considerable use is as assistants in the University Psychology Clinic. It is difficult and very costly to staff the clinic sufficiently using only Ph.D. level psychologists. Other large universities have demonstrated that routine testing and interviewing

can be accomplished satisfactorily using second year students working under supervision, and fourth year clinical trainees, having completed their clinical internships can be extremely valuable in psychodiagnostic or psychotherapeutic work under moderate supervision. Utilization of trainees in this manner enables a significant extension of services of the clinic to the university population and at the same time maintains the cost of such services at a reasonable level.

D. Relation of the Proposed Program to Other Programs in Ohio

The Ohio State University, Ohio University, Western Reserve, and The University of Cincinnati currently award the Ph.D. degree in psychology. The programs at each of these universities have been studied thoroughly for comparison with the program proposed here. Each of the four is comparable in scope although there are considerable variations in depth and size. The uniqueness of each appears to be dictated more by differences in staff talents and interests and by the nature of differences in facilities than by differences in program structures. This would also be the case with the proposed program.

It should be emphasized that the demand for admission to graduate programs in psychology exceeds considerably the numbers of students actually admitted. This situation exists on both National and State levels. In some instances in the current Ph.D. programs in Ohio the number of qualified students denied admission to doctoral study exceeds the number of students accepted by ratios of more than nine to one. Thus it seems clear that the present programs fall short of meeting the actual demand.

While it is clear from the preceding presentation that no special need exists to avoid duplication of other programs currently existent in Ohio, the program will be unique by the nature of its staff and facilities. For instance, it is probable that major emphasis can be given in the experimental program to large animal research and to Developmental Psychology, neither of which are currently emphasized in any other program.

IV. CURRICULUM

Courses of study leading to the Ph.D. in psychology normally require a minimum of three years beyond the baccalaureate except for the area of Clinical Psychology where the internship requires one additional year. The proposed doctoral program assumes that the student will ordinarily complete a minimum of 90 semester hours, plus a full year internship for the degree in the clinical specialty. It should be emphasized that hourly requirements are secondary in importance to breadth of understanding as manifest by satisfactory performance on written and oral final examinations and competence in research.

Currently the Psychology Department lists 25 graduate courses of which ten are essentially service courses for programs related to psychology but falling under other administrative jurisdiction. While these ten courses are not directly applicable to the psychology major's field of study they do provide potential cognate resources for the student. Included in the 15 graduate courses offered directly for psychology majors is a graduate seminar (Psychology 580) which is repeatable up to nine semester hours credit in that topics are rotated from the various specialty areas each semester.

The proposed program calls for the addition of 14 courses for a total of 39 listed offerings. Three of the proposed courses (6xx, Quantitative Methods IV, 6xx, General Seminar and 6xx, Research Problems) will be repeatable for up to twelve semester hours credit as topics will vary on a rotational basis.

A. A Summary of Existing and Proposed Graduate Courses in Psychology

1. Existing Courses

Psychology 501. History of Psychology (3)
 Psychology 502. Systematic Psychology (3)
 Psychology 505. Personality Theory (3)
 Psychology 507. Physiological Psychology (3)
 Psychology 508. Clinical Diagnosis (3) - (Title to be changed to Psychopathology I)
 Psychology 510. Psychology of Learning and Thinking (3) - (Title to be changed to Learning Theory)
 Psychology 511. Projective Techniques I (3)
 Psychology 552. Motivation and Morale (3)
 Psychology 553. Current Problems in Research (3)
 Psychology 554. Psychology of Personnel Development (3)
 Psychology 561. Children's Tests (3) - (Title to be changed to Psychometrics I)
 Psychology 562. Adult Intelligence Testing (3) - (Title to be changed to Psychometrics II)
 Psychology 568. Quantitative Methods I
 Psychology 580. Graduate Seminar (Repeatable up to 9 sem. hrs.)
 Psychology 609. Clinical Practice (Repeatable up to 6 sem. hrs.)

2. Existing Courses Provided as Service to Other Programs

Psychology 550. Educational-Occupational Information (3)
 Psychology 551. The Psychology of Educational Counseling (3)
 Psychology 575. School Psychology Internship (1-6)
 Psychology 590. Practicum in Counseling (3)
 Psychology 591. Practicum in College Student Personnel (3)
 Psychology 404. Advanced Developmental Psychology
 Psychology 442. Psychology of Childlore (3)
 Psychology 460. Introduction to Psychological Testing (3)
 Psychology 463. Theories of Intelligence (2)
 Psychology 468. Introduction to Quantitative Methods (3)

3. Proposed Courses

Psychology 5xx. Advanced General Psychology (3)
 Psychology 6xx. Advanced Physiological Psychology (3)
 Psychology 5xx. Quantitative Methods II (3) Quantitative
 Psychology 6xx. Methods III (3)

- Psychology 6xx. Quantitative Methods IV (3) (Repeatable up to 12 sem. hrs.)
- Psychology 6xx. Psychopathology II (3)
- Psychology 6xx. Psychometrics III (3)
- Psychology 6xx. Advanced Personality Theory (3)
- Psychology 6XX. The Clinical Test Battery (3)
- Psychology 6xx. Projective Techniques II (3)
- Psychology 7xx. Projective Techniques III (3)
- Psychology 1xx. Clinical Research (3)
- Psychology 6xx. General Seminar (Repeatable up to 12 sem. hrs.)
- Psychology 6xx. Research Problems (Repeatable up to 12 sem. hrs.)

B. Descriptions of the Proposed Graduate Courses in Psychology

- 5xx. Advanced General Psychology. 3; I. A review of developments in selected areas of the psychology or normal behavior during the past two decades, with critical examination of methodology and the implications of contemporary theory. A research paper is required. Two hours lecture and at least two hours of laboratory each week. Prerequisites: Psychology 407, 468, or equivalents. Staff.
- 6xx. Advanced Physiological Psychology. 3; II. Intensive inquiry into research methodology and contemporary literature in the study of physiological mechanisms underlying psychological processes. Detailed studies of special brain areas, glandular influences, biochemical processes. Two lectures and one two-hour laboratory period each week. Prerequisite; Psychology 407. Staff.
- 5xx. Quantitative Methods II. Experimental Design and Correlational Techniques. 3; II. Research designs and methods of analysis appropriate to studies of relationships among psychological variables. Topics include linear and non-linear correlation, regression and curve fitting, design of prediction research, and multivariate correlational analysis. Prerequisite, Psychology 568. Staff.
- 6xx. Quantitative Methods III. Measurement. 3; I. An inquiry into theories of measurement basic to psychological research and practice: classical psychophysics and the law of comparative judgment, implications of information theory for measurement and test theory. Emphasis on scaling techniques and test construction and analysis. Prerequisite, Psychology 568. Staff.
- 6xx. Quantitative Methods IV. Survey of Mathematical Psychology. 3; II. The application of various mathematical models to research design and theory in psychology. Topic will vary from semester to semester.

Included will be mathematical models of learning and perception, information theory, decision theory, and probability theory. Repeatable up to 12 s.h. of credit with varied subject matter. Prerequisites: Psychology 468, 568; Mathematics 403, 432; or equivalents. Staff.

- 6xx. Psychopathology II. 3; sum. Study in depth of the variety of characteristics which promote or inhibit different levels of adjustment, such as ego defenses, thinking, affect, social learning, autism. Particular emphasis on the study of specific case histories to promote understanding of the interrelationships among these characteristics. Prerequisite: Psychopathology I. Staff.
- 6xx. Psychometrics III. 3; I. A continuation of Psychometrics II (now 562). Major emphasis upon problems in the construction and practical use of personality inventories, tests of organicity, and other clinical instruments not studied earlier in the student's course of training. Prerequisites: Psychology 460. Staff.
- 6xx. Advanced Personality Theory. 3; I. Study in depth of current theories of personality and general behavior in relation to syndrome development and specific therapeutic approaches. Applications from social learning theory, ego psychology, reinforcement theory, etc. Prerequisite: Psychology 505. Staff.
- 6xx. The Clinical Test Battery. 3; II. Designed to aid the advanced graduate student to integrate the various clinical techniques in which he has become proficient so that he can appreciate their use in a diagnostic role. Enrollment in this course dependent upon the depth of student's clinical experience and skill. Enrollment by permission of the Department's Clinical Training Director only. Staff.
- 6xx. Projective Techniques II. 3; I.I. An advanced course studying the variety of methods of interpretation of projective data in depth analysis. Continued study of the Rorschach and TAT, but with additional emphasis on other projective techniques such as sentence completion, drawing, etc. Prerequisites: Psychology 511. Staff.
- 7xx. Projective Techniques III. 3; I. Devoted to the intensive study of contemporary theory and research in projective methods and the consequent ramifications for traditional interpretive methods. Particular emphasis on new projective methods and innovations in traditional methods, especially with Rorschach and TAT. Prerequisite, xxx (above)*. Staff.

- 7xx. Clinical Research. 3; II. Deals with traditional and contemporary problems of research in psychodiagnostics and psychotherapy. Given at the pre-internship level to provide the clinical student with professional awareness of these problems and insights into current experimental methodology. Enrollment must be approved by the Department's Director of Clinical Training. Staff.
- 6xx. General Seminar. 3; I, II. Study of current literature, theoretical issues, and advanced techniques in all areas of psychology. Specific topics will vary from semester to semester. May be repeated up to 12 s.h. of credit. Staff.
- 6xx. Research Problems. 3; I, II. Provides an opportunity for undertaking advanced research other than the thesis or dissertation. The research problems should be creative and relevant to contemporary literature. A high level of technical competence is expected in the execution of research. Areas to be covered will be varied in successive semesters. May be repeated up to 12 s.h. of credit. Staff.

C. Philosophy Underlying the Proposed Curriculum

The scope of the proposed program permits considerable variation in emphasis within each of the broad specialization areas; Clinical, General-Theoretical-Experimental, and Industrial. All of the areas of specialization are directly linked by the fundamental premise that any student awarded the Ph.D. degree in psychology is, first and foremost, a psychologist with notable familiarity with nearly all areas of psychology and, secondly, a specialist. Reasonable proficiency is expected of each student in such basic areas as perception, learning, measurement, motivation, social psychology, individual differences, physiological psychology, and research methodology.

It is impossible to set forth a specific schedule which would be followed by all students, or even for students majoring in a given specialty area. Students differ significantly in background, interests, and professional aims to the extent that

rigid sequences of requirements are impossible. In addition, the amount of work a student carries may vary from semester to semester. Some may be supported by assistantships or teaching fellowships wherein a reduction in load is required, whereas others may obtain research fellowships wherein no such reduction is necessary. In keeping with the recommendations of the Education and Training Board of the American Psychological Association, the proposed program is designed to offer such flexibility that there will exist groupings of courses and seminars from which the student, under the guidance of his advisor and the Department Graduate Committee, may choose a program most consistent with his needs and interests.

D. Illustrations of Possible Courses of Study

1. Clinical Psychology .

The clinical psychologist, in addition to being well trained in the basic areas of psychology, must be trained to a high skill level in the diagnosis and treatment of personality and of behavior disorders, and must be capable of advancing knowledge in his field. He must be familiar with the theoretical bases on which his work methods are founded and must be able to communicate his own research findings to the general body of psychological knowledge. His training might prepare him in traditional clinical skills whereby work with adults is emphasized or it might be modified so as to permit specialization with children. The proposed program is designed to allow either emphasis.

The following illustrates the course of study which might be followed by a clinical student interested in working with adults:

First Semester

5xx Advanced General Psychology	(3)
568 Quantitative Methods I	(3)
561 Psychometrics I	(3)
505 Personality Theory	(3)

Second Semester

508 Psychopathology I	(3)
511 Projective Techniques I	(3)
553 Current Prob. In Research	(3)
562 Psychometrics II	(3)

Summer Session

580 Graduate Seminar (Psychotherapy I)	(3)
6xx Psychopathology II	(3)
599 Research (Master's Thesis)	(3)

Third Semester

507 Physiological Psychology	(3)
5xx Quantitative Methods II	(3)
580 Graduate Seminar (Social)	(3)
6xx Projective Techniques II	(3)

Fourth Semester

6xx Advanced Personality Theory	(3)
6xx General Seminar (Psychotherapy)	(3)
401 Sociology Minor (Criminology)	(3)
510 Learning Theory	(3)

Summer Session

6xx Psychometrics III	(3)
570 Sociology Minor (Studies in Sociology)	(3)

Fifth & Sixth Semesters

Internship (Full academic year in mental hospital or clinic approved for training)

Summ Session

580 Sociology Minor (Graduate Seminar)	(3)
?xx Clinical Research	(3)

Seventh Semester

6xx General Seminar (Early Experience)	(3)
6xx Quantitative Methods III	(3)
799 Research (Dissertation)	(6)

Eighth Semester

6xx General Seminar (Comparative Social Learning)	(3)
799 Research (Dissertation)	(9)

Total Credit: 93 Semester Hours plus Internship

2. General-Theoretical-Experimental Psychology

The student awarded the Ph.D. degree in this area must be a specialist in quantitative methods, experimental design and techniques, the empirical bases for theory, the nature of theory construction, and the history and philosophy of ideas in psychology. His training should touch on all areas of psychology, and he must be able to envision problems in these areas in terms of experimental design and quantitative analysis of research information. The depth and breadth of this area are such that the student usually, but not always, completes a program of study which includes special emphasis in a given sub area such as learning theory, developmental psychology, statistics, perception, or the like. The proposed program permits this special emphasis in most sub-areas.

The following illustrates the course of study which might be taken by a general--theoretical experimental student interested in emphasizing comparative learning:

First Semester

5xx Advanced General Psychology	(3)
510 Learning Theory	(3)
568 Quantitative Methods I	(3)
305 Biology Minor (General Physiology)	(3)

Second Semester

502 Systematic Psychology	(3)
553 Current Problems in Research	(3)
5xx Quantitative Methods II	(3)
599 Research (Masters Thesis)	(3)

Summer Session

580 Graduate Seminar (Motivation)	(3)
6xx Research Prblms (Learning)	(3)

Third Semester

507 Physiological Psychology	(3)
6xx Quantitative Methods III	(3)
6xx General Seminar (Concept Formation)	(3)
490 Biology Minor (seminar)	(3)

Fourth Semester

6xx Advanced Physiological Psychology	(3)
6xx Quantitative Methods IV (-, Math Learning Models)	(3)
6xx Research Problems (Perceptual Learning)	(3)
572 Biology Minor (Problems in Physiology)	(3)

Summer Session

6xx General Seminar (Verbal Learning)	(3)
6xx Research Problems (Avoidance Learning)	(3)

Fifth Semester

6xx General Seminar (Early Experience)	(3)
6xx Quantitative Methods IV (Probability and Decision Theory)	(3)
799 Research (Dissertation)	(9)

Sixth Semester

6xx General Seminar (Comparative Social Learning)	(3)
799 Research (Dissertation)	(12)

Total Credit: 90 Semester Hours

The following illustrates a course of study which might be taken by a general-theoretical-experimental student interested in emphasizing developmental psychology:

First Semester

5xx Advanced General Psychology	(3)
505 Personality Theory	(3)
568 Quantitative Methods I	(3)
501 History of Psychology	(3)

Second Semester

502 Systematic Psychology	(3)
510 Learning Theory	(3)
561 Psychometrics ■	(3)
580 Graduate Seminar (Developmental Methods & Theory)	(3)

Summer Session

6xx General Seminar (Social Learning)	(3)
599 Research (Masters Thesis)	(3)

Third Semester

5xx Quantitative Methods II	(3)
580 Graduate Seminar (Comparative Developmental)	(3)
508 Psychopathology I	(3)
6xx Research Problems (Early Experience)	(3)

Fourth Semester

511 Projective Techniques ■	(3)
6xx Quantitative Methods ■	(3)
6xx General Seminar (Family Constellation Effects)	(3)
516 Sociology Minor (Social Stratification)	(3)

Summer Session

570 Sociology Minor (Studies in Sociology)	(3)
6xx General Seminar (Developmental Organismic Approaches)	(3)

Fifth Semester

6xx General Seminar (Concept Formation)	(3)
6xx Advanced Personality Theory	(3)
6xx Research Problems (Critical Periods)	(3)
580 Sociology Minor (Graduate Seminar)	(3)
799 Research (Dissertation)	(3)

sixth Semester

799 Research (Dissertation)	(15)
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Total Credit: 90 Semester Hours

3. Industrial--Personnel Psychology

Industrial Psychology is the study of human behavior in the world of work. In addition to his skills in the basic areas of psychology the industrial psychologist must understand problems of organizations, such as businesses, unions, educational institutions, and any other organizations where people work. He must be familiar with the implications of psychological theories, empirically determined principles, and research methodology as applicable to such organizational problems as accident control, selection and training of personnel, labor-management relations, executive development, consumer behavior, morale, or human factors in the design of products, equipment or systems. As a scientist he is not only interested in management and administration or organizations but in the satisfaction and well-being of individuals. In this respect he may also be concerned with the behavioral effects of prolonged unemployment. The training of the student in industrial psychology may emphasize preparation for college teaching and research in the psychological problems of an industrial society, or may emphasize the personnel research specialty in preparation for employment in a corporation or university or governmental research center. The proposed program is designed so that either emphasis is available.

The following illustrates a course of study which might be taken by the industrial student interested in the personnel research specialty.

First Semester

5xx Advanced General Psychology	(3)
505 Personality Theory	(3)
568 Quantitative Methods I	(3)
580 Graduate Seminar (Industrial Psychology)	(3)

Second Semester

5xx Quantitative Methods II	(3)
510 Learning Theory	(3)
553 Current Problems in Research	(3)
580 Graduate Seminar (Personnel Testing)	(3)

Summer Session

552 Motivation & Morale	(3)
533 Business Administration Minor (Office Administration)	(3)
599 Research (Masters Thesis)	(3)

Third Semester

554 Personnel Development	(3)
6xx Quantitative Methods III	(3)
6xx General Seminar (Complex Processes)	(3)
501 Business Administration Minor (Theory of the Firm)	(3)

Fourth Semester

6xx Quantitative Methods IV (Factor Analysis)	(3)
6xx General Seminar (Motivation)	(3)
6xx Research Problems (Mediation Processes)	(3)
534 Business Administration Minor (Legal & Ethical Implications)	(3)

Summer Session

6xx General Seminar (Organizational Theory)	(3)
6xx Research Problems (Auditory Processes)	(3)
542 Business Administration Minor (Current Problems in Marketing)	(3)

Fifth Semester

6xx General Seminar (Social Learning)	(3)
6xx Research Problems (Attitude)	(3)
799 Research (Dissertation)	(6)

Sixth Semester

6xx Quantitative Methods IV (Probability & Decision Theory)	(3)
799 Research (Dissertation)	(9)

Total Credit: 90 Semester Hours

V. QUALIFICATIONS FOR OFFERING THE PROPOSED PROGRAM

A. The Institution

The qualifications of the institution for offering the proposed program are well described in the report of the North Central Association visitation team of May 11-14, 1964. This report is highly complimentary to the already established doctoral program in the Department of English and has precipitated preliminary accreditation of Bowling Green State University for the awarding of the Ph.D. degree.

It should be noted that, in addition to the Ph.D. program now existent in English, several departments offer the Master of Arts degree thus providing significant cognate support to a Ph.D. program in psychology. Those of particular importance and excellent caliber are in the departments of Speech (which also is in process of proposing a Ph.D. program), Biology, Chemistry, History, Mathematics, and Sociology. The Department of Education offers a well developed graduate program leading to the Master of Education degree which will also provide cognate support. The College of Business has developed a Master of Business Administration program which is also of significance as a cognate area to the psychology proposal.

B. The Existing Program in Psychology

The existing sub-doctoral program in psychology at Bowling Green State University has gained both State and National esteem. A large number of students have, after obtaining the M.A. degree, been admitted to other universities to pursue the Ph.D. degree. A partial listing of these students is presented in Appendix A.

Other students, either not qualified for admission to other programs or not wanting to continue their education, have entered employment at a journeyman level in psychology. A partial listing of these students is also shown in Appendix A. The caliber and flexibility of the existing program permits a relatively easy transition to doctoral level work. The excellence of current training in the clinical area is exemplified by the previously mentioned report of Dr. Milton McCulloch, Chief Psychologist for the State of Ohio Division of Mental Hygiene and Correction, who notes that this is the only sub-doctoral program in the State which has received graduate training stipends.

C. The Existing Staff in Psychology

The Psychology Department currently has fifteen permanent appointments and two term appointments. Fifteen of these seventeen members hold the Ph.D. degree in their respective areas of competence. Represented by the staff are such outstanding graduate schools as Adelphi University, The University of California, The University of Chicago, Cornell University, The University of Illinois, The State University of Iowa, The University of New Zealand, The University of North Carolina, The Ohio State University, Purdue University, and Syracuse University. These staff members are responsible for the publication of thirteen books, 226 scholarly articles in leading professional journals and have presented 64 papers before meetings of professional societies. Several members have served on committees of the American Psychological Association and Ohio Psychological Association. Many of the members have served as consultants to mental health agencies, industries,

educational institutions, and research organizations. The curriculum vita of the staff are presented in Appendix B. The staff may be best characterized as a high quality, very productive and professionally active group. Since 1962 additions to the staff have been carefully chosen in preparation for the proposed program.

VI. ANTICIPATED ENROLLMENT AND DEGREES

The acute shortages of doctorally trained personnel plus the inability of current doctoral programs to admit as many qualified students as are making application should place any new doctoral program in psychology in an enviable position. This factor plus the national reputation currently enjoyed by the Psychology Department warrants the prediction that many more qualified students will apply for admission than can actually be accepted. Some evidence for this speculation may be found in the fact the Psychology Department currently has the largest number of full time students (52) of any graduate department at Bowling Green State university according to data recently released from The Graduate School.

It is anticipated that implementation of the proposed program will yield between six and twelve new Ph.D.'s per year, the first of which can probably be graduated by 1968. It is anticipated that the current M. A. program will maintain reasonable stability in terms of numbers.

Over a longer period of time the number of doctoral candidates will be dictated by the size of the staff, the availability of facilities, and the budgetary support of the program.

VII. FACILITIES AND STAFF

A. Facilities

The building in which the Psychology Department is now housed, South Hall, contains approximately 25,000 square feet which are usable. Psychology maintains control over 8,869 square feet. An additional 6,348 square feet of classroom space are shared by the Departments of Psychology and Speech. The remainder of the building houses the Speech Department and the Radio and Television studios.

Current space holdings are generally insufficient in the areas of student laboratories, graduate assistant office space, and housing for the animal colony. Ten student and special laboratories totaling approximately 1000 square feet, animal colony space of approximately 900 square feet, one seminar room at 500 square feet, graduate assistant office space of approximately 500 square feet, and two faculty offices of 100 square feet each are required immediately to maintain the current size and quality of the present program.

Extension to a doctoral program of the scope proposed will require the addition of approximately 5,150 square feet of usable space, assuming immediate needs are also filled. Data presented in Table 1 shows the distribution of present holdings, immediate needs, and additions required for the doctoral program.

TABLE 1: Present Holdings in Psychology With Immediate Needs and Additional Requirements for Ph.D. Program

	Present		Needed Immediately		Needed For Ph .o.	
	No.	Sq. Ft.	No.	Sq. Ft.	No,	Sq. Ft.
Offices	14	1630	2	200	9	900
Special Classrooms	4	2250	1	500	2	1000
Student Laboratories	13	1388	7	650	8	800
Special Laboratories	5	1025	3	350	7	1050
Faculty Laboratories	5	1042			3	600
Special Facilities	2	621	1	900	1	200
Storage Rooms	3	218			1	100
Shops	2	227			1	500
Graduate Student Office Space	1	468	1	500		
		<hr/>				
TOTAL		8,869		3,100		5,150

If all of the space noted in Table 1 is provided, the Department holdings would approximate slightly more than 17,000 usable square feet which should be quite sufficient to get the program well underway. This amount of space would rapidly become insufficient, however, if the program grows as is predicted from the information cited in Section III concerning the expanding needs for psychologists. Thus if the University is to look to the program in such a manner as to stimulate growth, long range plans covering a six to eight year period should include allocations for more space and added staff. By the beginning of the next decade approximately 57,000 usable square feet of space should be available. This would provide depth and breadth to the program comparable with other moderate size programs such as Brown

University, University of Texas and the like, and notably increase the number of degrees awarded each year. Such a program would fall far short in size and scope when compared with some of the larger graduate programs but would be large enough to provide a significant professional contribution. Appendix C lists a suggested distribution for approximately 35,000 square feet of usable space.

B. Staff

As indicated in Section V, Part C, the Department is fortunate in currently having an exceptional staff. Five of the fifteen permanent appointees have been involved in doctoral training programs at other institutions. Two staff additions are anticipated for 1965-66 in conjunction with increased enrollments in the present undergraduate and graduate programs.

If current needs are fulfilled, a doctoral program can be implemented with the addition of two more carefully chosen permanent staff plus a full-time electronics technician. One of the staff additions should be at a senior level with experience in a doctoral training program elsewhere. The second should not be totally inexperienced in teaching and directing research but can be made at a junior level. The technician will be utilized for the erection and maintenance of special equipment items for laboratories and research projects, (a technician is currently available to the department twelve hours per week).

If the program experiences the anticipated growth it will be necessary to continue adding to permanent staff at an estimated average of one per year through 1970 so as at that time to have 24 or 25 permanent staff available.

C. Permanent Equipment

The present holdings in permanent equipment are good but by no means adequate for extension to doctoral work. Several large cost items such as an electroencephelograph, a polygraph, modern animal surgery equipment and the like have been needed for several years but annual equipment budgets have never been large enough to permit their purchase. The University has made increases in the equipment budget for 1964-65 but these amounts fall far short of that needed for extension to doctoral work. In fact, the limitation in equipment holdings is such as to have restrictive effects on the present programs.

D. Library Holdings

For the past several years, the library budget for the Department has been such that excellent library holdings have evolved. The Psychology Department Library File lists nearly 7,000 books in the library or on order which relate directly to the programs now offered or proposed. In addition there are more than 200 professional journals and other publications which are directly pertinent. There are some gaps in back issues of journals in the psychoanalytic and neurological areas but efforts are now underway to fill them. Weaknesses also exist in the foreign language journals and older materials, some of which are out of print. Thorough searches are required to locate this material through used book sellers or microcard reproductions.

E. Summary of Current Status and Projected Needs

Generally it may be said that the Department is reasonably well prepared for extension of its graduate program to the doctoral level. Space and equipment additions are key issues and require notable increases. The staff is nearly large enough and of

excellent quality. The library holdings are also excellent and require only modest improvement. The financial aspect of the required improvements is discussed in the next section.

VIII. EXPENSES FOR THE PROPOSED PROGRAM

A. Expense of Operation and Capital Improvement

It would be deceptive in discussing expenses for the proposed program to simply itemize immediate expenses and disregard long range planning as related to the growth of a new program. At the same time it is difficult to predict accurately the stability of costs over a long period of time. Data presented in this section of the proposal represent the best estimates which can be derived at this time. These estimates are based on the assumption that the proposed program can begin in 1965 and projects substantial and quality growth for the program through 1971. Table 2 represents a summary of estimated costs for the doctoral program. These costs assume the stability and normal growth, as dictated by other factors, of current budgetary allocations.

TABLE 2: A Summary of Estimated Costs Required for a Ph.D. Program in Psychology for the Period from 1965 to 1971

	Phase I 1965-1967	Phase II 1967-1969	Phase III 1969-1971
Staff	43,000 (3 Positions) Plus technician	25,000 (2 Positions)	25,000 (2 Positions)
Student Aid	13,300	9,500	
Equipment	50,000 (One Time Allocation)	15,000 (One Time Allocation)	15,000 (One Time Allocation)

Cont. Table 2

	Phase I 1965-1967	Phase II 1967-1969	Phase III 1969-1971
Library	4,000 (One Time Time Allocation)	2,000 One Time Allocation)	2,000 One Allocation)
Maintenance	5,000	2,000	2,000
Clerical			3,000
Space	77,250 (Based on estimate of 15.00 per sq. ft. for modification of 5,150 usable sq. ft.) (One Time Allocation)	1,175,000 (Based on estimate of 28.50 sq. ft. for new construction of 50,000 sq. ft. building containing approximately 35,000 usable sq. ft. One Time Allocation)	
TOTAL	\$192,550	\$1,228,500	\$47,000

1. Staff

As noted in Section VII, Part B, two additional staff plus an electronics technician for the 1965-66 academic year are required. The data in Table 2 calls for subsequent addition of one permanent appointment per year. By 1970 these additions will have increased the basic instructional budget for the Department by approximately \$86,000.

2. Student Aid

Currently the combined budgets for the Department and the Psychology Training Clinic are able to provide assistantships for 21 first and second year graduate students. A modest increase in this number is anticipated for 1965-66 in conjunction with the growth of the present undergraduate and graduate programs. The estimated cost increases for the doctoral program provide support monies for third and fourth year graduate assistants and teaching fellows. These additions will have increased the student aid budget \$22,800 by 1970.

3. Equipment

As indicated in Section V I, Part C, the Department has definite needs for several large cost items such as an electroencephelograph (\$9,000.), a quality polygraph (\$3,000.), and modern animal surgery and physiological equipment (\$13,000.). In addition several currently held items such as calculators (\$1,100. each), audiometric equipment, perceptual apparatus, etc. require duplication so as to provide adequate availability to all students. Modest duplication of these items will require \$15,000. Finally the current animal colony is restricted to two species, rats and fish. A quality doctoral program should have several additional species on hand ranging from primates and birds to lower organisms. An expenditure of approximately \$10,000. will not provide excellence in animal holdings but will provide the beginnings for a quality multi--species animal unit. The allocation of \$50,000. for Phase I of the program should provide total equipment holdings quite satisfactory for doctoral level work which can then be supplemented at a reasonable pace with occasional added expenditures for large cost items. Such expenditures are noted in both Phase II and Phase III estimates.

4. Library

As indicated in Section VII, Part D, current library holdings are excellent. Gaps in back issues of professional journals, addition of foreign journals, and addition of out of print volumes should be accomplished adequately by the expenditure of \$8,000. by 1970.

5. Maintenance

Increases in maintenance costs occur naturally as any department. expands its offerings and its staff. The operating maintenance costs are expected to increase by \$14,000 by 1970. This includes increases in communication, office supplies, postage, duplication, maintenance of the wood shop and electrical shop, and maintenance of the expanded animal colony.

6. Clerical

The estimated increase in clerical staff of \$3,000 in Phase II is commensurate with the addition of five new permanent staff which will have occurred by that time.

7. Space

The proposed program calls for two large expenditures for capital improvement, one occurs in Phase I and encumbers \$77,250 for modification of 5,150 usable square feet as outlined in Section VI , Part A. This money will be utilized for conversion of space to usable laboratories. In many instances the estimate of \$15.00 per square foot, as provided by Mr. Richard F. Brown, University Architect, is well beyond that required since psychology laboratories ordinarily do not require 'elaborate built-in equipment. However, in other instances this cost may be too low especially since adequate ventilation and temperature control are required for laboratory work. At the moment South Hall is not air conditioned (except the television studio) and serious ventilation and temperature control problems occur from late spring to early fall. It is expected that this condition could be remedied satisfactorily within the range of the estimated expenditure.

The second large expenditure called for in the estimated costs is for the construction of a new building during Phase II. The estimated cost of \$28.50 per square foot is based on the current building figures provided by architects working with the University on the Development of a Science Complex. The figure of \$1,175,000 provides for the construction of a 50,000 square foot unit of which approximately 35,000 square feet are usable. This space is included in the projected Behavioral Sciences Building which is listed as Item I in the Capital Improvements request submitted by the University for the 1967-69 biennium. It is also one of the two buildings included in the five million dollar Science Complex request submitted by the University subsequent to the original biennium request for 1967-69.

B. Potential Sources of Income Additional to State Support

In addition to funds allotted in support of doctoral programs in psychology by a university itself, there are several private conditions, to qualified graduate students and faculty members, or to the university itself for equipment or capital improvement. In the main, such funds are not granted to establish a program, but may be obtained to support a program or increase its quality once it is underway.

1. Student Assistantships and Fellowships

Grants for the support of graduate students are made by such agencies as the National Institute of Mental Health, the National Science Foundation, the Danforth Foundation, U.S. Department of Education, the Woodrow Wilson Foundation, and the United States Public Health Service. These grants in aid all provide the

student with full tuitional support plus stipends ranging from \$1,500 to \$3,500 per year. They are awarded in the form of teaching fellowships, research fellowships, clinical assistantships, and graduate scholarships. Some awards are made on a yearly basis while others cover as much as four full academic years.

2. Research Support

Grants for the support of student and faculty research in psychology are made by such agencies as the National Institutes of Health, National Science Foundation, Social Science Research Council, The Human Ecology Fund, Office of Naval Research, Office of Scientific Research, Department of Health Education, and Welfare, the Guggenheim Foundation, and the Carnegie Foundation. These grants often allow for the purchase of equipment and the employment of research assistants and carry overhead allowances ranging from fifteen to forty per cent which could be used to strengthen the overall Department.

3. Equipment and Capital. Improvement

The National Science Foundation maintains liberal fund granting policies toward psychology in its support of the sciences. Matching funds for construction of new graduate training facilities; renovation of current facilities, or equipping special facilities or laboratories have been awarded to fifty Psychology Departments since 1960 in amounts from \$2,000 to \$1,000,000. Conferences between representatives of the Psychology Department and The National Science Foundation have yielded useful and encouraging information concerning eligibility and method of application for support. It is anticipated that planning for the new construction

proposed in Phase III would be accompanied by a request for matching support from NSF.

4. Clinical Internships

Off-campus stations approved by the American Psychological Association for clinical internships provide substantial stipends for the interning student. Formal arrangements with such internship stations cannot be made until a program is legally existent. However, informal contacts with several stations such as Michael Reese Hospital, Chicago, Illinois; Topeka State Hospital of the Menninger Foundation, Topeka, Kansas; The Institute for Living, Hartford, Connecticut; and the like have been very promising.

C. Summary of Potential Expense and Anticipated Support

By 1970 the University will be expected to have increased the annual budget for the Department by \$127,800 (Instructional, \$93,000; Student Aid, \$22,800; Maintenance, \$9,000; Clerical, \$3,000). In addition, specific one-time allocations will be required in each of three phases of development (Phase I, \$131,250; Phase II, \$1,192,000; Phase III, \$17,000) totaling \$2,217,250 most of which *is* allotted for capital improvement. There is a definite possibility that funds from outside resources can be obtained to contribute significantly to the equipment and capital improvement needs in Phases II and III; however, there are no guarantees that this will occur and approval or disapproval of the proposed program should not be contingent on these assumptions.

IX. . CONSULTATION USBD IN DEVELOPMENT OF THE PROPOSED PROGRAM

Other doctoral programs in psychology were given careful consideration in the development of the currently proposed program. In conjunction with this study several notable psychologists,

including Ross Stagner, Chairman, Department of Psychology, Wayne State University; Irwin Berg, Chairman, Department of Psychology, Louisiana State University; and David Bakin, Professor of Psychology, University of Chicago, were asked their opinions concerning various portions of the proposed program. Their evaluations and suggestions were helpful in deriving the current program,

In May, 1964, The Graduate School employed Dr. Sherman Ross, Director, Education and Training Board, American Psychological Association, as a consultant for The Graduate School concerning the value and quality of the proposed program. His complete report is included in Appendix D. Subsequent to his evaluation, the Psychology Training Clinic, which he suggested as essential, was staffed and is now in full operation. Also, in accordance with his recommendation, a senior research professor has been added to the staff and will function in an administrative capacity as Director of Graduate Studies in Psychology. A second Industrial Psychologist has been added to the staff, and attempts are being made to add to the counseling staff in a manner as to compliment the industrial program.

It is suggested that additional consultation concerning the proposal might be provided from any psychologist recommended as a consultant by the American Psychological Association. This Association will provide a list of consultants upon request. Senior psychologists in other Ohio Universities currently having the doctoral programs would probably also be good resources for consultation.

APPENDIX A.

Partial Record of Graduate Students
in Psychology Since
Leaving Bowling Green State University

Partial Record of Graduate Students in Psychology
Since Leaving Bowling Green State University

Former psychology graduate students are difficult to follow after graduation. As the following lists show, many have gone on to higher levels of graduate study (approximately 60 per cent) or have taken positions as professional psychologists. Some have done both; i.e., took a job temporarily and then went on to further graduate study. It would occupy far too much space in the present proposal to trace the entire career for each former graduate student. Therefore, a list is present of those who are known to have gone on for further study, with an indication of the school to which they matriculated. Many of these now have their Ph.D. degrees, and hold higher-level positions in teaching, research, clinical psychology, or industrial-personnel psychology.

Graduates Having Entered
Higher Levels of Graduate Training

Barker, carol--S.u. Iowa	Lauber, James--U. Ottawa
Blanco, Ralph--Western Reserve	Levy, Martin--Ohio U.
Bonawitz, Barbara--Mich. s.	Marshall, Marilyn--U. Ottawa
Bond, James G.--New York U.	Morosko, Thomas--U. Houston
Bonkowski, Robert--UCLA	Moylan, Joseph--U. Mass.
Brenner, Marshall--Ohio State U.	Orr, Thomas B.--Indiana U.
Brown, Lawrence--U. of Kansas	Overmier, James--Penn State u.
Bruce, Donald--U. Utah	Page, Judith A.--Michigan St. U.
Butler, Donald C.--Northw. U.	Potor, George--Ohio State U.
cabin., Seymour--Ohio State U.	Proud, Donald--U. Ottawa
Crager, Richard--U. Wash.	Prout, Ralph--Ohio State U.
Damm, Vernon--U. Colorado	Reisman, Marvin--u. Buffalo
DeBroff, Morton--Harvard	Robins, James E.--Penn State U.
Dies, Robert--U. of Conn.	Rosensteel, Richard--Purdue U.
Fellers, Gloria--Catholic U.	Roy, Melvin--U. of Alabama
Fleisher, Murray--Yeshiva U.	Schneider, Ma. rvin--U. Nebraska
Hall, Charles--U. Iowa	Schuck, John R.--Ohio State
Henning, Richard--U. Indiana	Smith, Robert--U. Miami
Hetrick, Robert--U. Houston	Stark, Edward--Ohio State U.
Higgins, James--U. Iowa	Taylor, Elaine--U. Iowa
Hirshfield, Paul--U. Alabama	Taylor, John E.--u. Iowa
Holzschuh, Ronald--U. Florida	Templer, Donald--U. Kentucky
Hoshiko, Michael--Purdue U.	Thrush, Randolph--Ohio State U.
Jones, Del--Theo. Seminary	Umble, Nelson--U. New Mexico
Kaiser, Richard--U. Texas	Varian, Sid--U. Cincinnati
Kaufman, Arnold--Ohio State U.	Walter, Verne A.--Ohio State U.
Kelley, James--u. Texas	Weinstein, Meyer--Ohio State U.
Kelly, Eileen--West. Reserve	Wells, John F.--United Theo. Sem.
Kronenberger, Earl--U. Ottawa	

There are some students who have not yet entered upon doctoral programs in psychology but have expressed an interest in doing so. Most are currently employed in psychology or education.

Graduates Expressing Interest in Further Training
Now Employed in Professional Positions

Adams, William F.--Navy Intelligence
 Barbour, Marcus N.--Employment Supervisor, Toledo Edison, co.
 Bourassa, Lee--Allis-chalmers, Mfg., Co., Millwaukee
 Cosner, Thurston--Psychologist, Cuyohoga county Child Welfare
 Dept., (Cleveland Unemployment Bureau, Ohio)
 Garn, Ruby (Mrs. Ralph Engle)--Teacher of Home Economics and
 Psychology, Fremont, Ohio
 Giannell, Anthony \$.--Assistant Professor Education--Potsdam St.
 U.T.C., New York
 Gottier, Richard F.--Teaching: Findlay College, Ohio
 Graham, Marjory--Cincinnati, Personnel Administration for G.E.
 Graves, Judith--Mental Hygiene Clinic, Mt. Pleasant, Michigan
 Herke, Mary (Cunningham)--Psychologist III, St. Dept. of Social
 Welfare, Des Moines, Iowa
 McKechnie, Don F.--Research Psychologist, Wright-Patterson Air
 Force Base, Dayton, Ohio.
 Nedilsky, Eugene--Psychologist I, Northwestern Ohio Guidance Center,
 Lima, Ohio
 Owens, James M.--Psychologist I, Ohio State Penitentiary
 Owens, Louise--Psychologist, Toledo State Hospital, Toledo, Ohio
 Palumbo, Anthony--Teaching: Univ. Dayton, Ohio
 Pickup, Andrew--Program supervisor for G. Motors, Flint Mich.
 Poling, Carl M.--Psychologist, Toledo State Hospital; Veterans
 Admn., Maumee, Ohio
 Riedel, Marc--Teaching Sociology at Concord College, W. Virginia
 Rose, Robert--Air Force
 Ross, Douglass A.--Teaching at St. Olaf's College, Northfield, Minn.
 Schwerin, Erna--Senior Staff Psychologist, Northwestern Guidance
 Center, Lima Ohio: then to Jamaica Center for Psychotherapy.
 Silver, Charles--Teaching Ohio Public Schools (now deceased)
 Stedwill, Roland S.--Psychologist, Toledo State Hospital
 Wagner, Ninifred--Teaching in Fremont Public Schools
 Yeyna, Chet--Psychologist II, Lima State Hospital

APPENDIX B

Curriculum Vita

Bowling Green State University

Psychology Department Staff

"A Comparison of WISC and Stanford-Binet scores for eight- and nine-year olds." Paper for Ohio Psychological Association, Columbus, Ohio, 1954.

"Learning of the handicapped, a highly individual matter." Presented to Assoc. of Curriculum Development, Ohio Wesleyan University, Summer of 1958.

Member of Faculty for "Law, it's implications for college student personnel", the Spring program for the Ohio Association of Student Personnel, Toledo University, 1963.

"Current status of College Student Personnel and Counseling Psychology graduate training in Ohio." Paper for OACE, April 1964, Wittenberg College.

v. . Membership in Professional or Scholarly

Societies American Psychological Association

Northwest Ohio Psychological Association, Past pres. and former delegate to OPA

Ohio Psychological Association. On Board of Trustees for three years, 1958-61. Member of sponsoring committee for psychologist's certification bill in 1961.

Sigma Xi

Northwest Ohio Guidance Association. Member of executive committee

Member of Ohio Association of Counselor Educators as University representative in this group. Has been active over past several years in development of criteria and standards for improvement of school psychologist training, development of a state-wide internship program, and improved standards for certification.

District chairman of High School Scholarship Tests for Northwestern Ohio since 1960. Member of state board of advisors for this program.

Chairman of Graduate Committee for School Psychology Training at BGSU

Member of numerous departmental, college and university committees and councils during years at BGSU

Editorial consultant for Journal of School Psychology

Chairman of Graduate Committee for College Student Personnel Training at BGSU

VITA

- I. Identifying Information
- A. Pietro Badia
 - b. Youngstown, Ohio January 23, 1930
 - C. Married
- II. Education Background
- A. A.B. Kent State University, Kent, Ohio, 1958, Psychology major
 - B. M.A. Kent State University, Kent, Ohio, 1959
Psychology major
 - Ph.D. Adelphi University, Garden City, New York, 1962
Psychology major
- III. Work History
- A. 1964 Assistant Professor, Bowling Green State University
 - B. 1962-63 Assistant Professor of Psychology, Adelphi College, Garden City, New York
 - 1961-62 Instructor, Adelphi College, Garden City, New York
 - 1960-61 USPHS Pre-Doctoral Fellowship, Adelphi College Garden City, New York
 - 1959-60 Research Assistant, Adelphi College, Garden City, New York
 - 1958-59 Teaching Assistant, Kent State University Kent, Ohio
- IV. Professional Contributions
- A. Response strength as a function of drive level and pre and post shift incentive magnitude. J. exp. Psychol., 63, 468-471. With D. Ehrenfreund
 - Stable long term avoidance responding and fixed ratio avoidance training Psychonomic Science, 1964, V5. With Levine.
 - A representational assessment of meaningfulness. Psychonomic Science, 1964, With Rosenberg and J. Langer.
 - Effects of Drive, reinforcement schedule, and change of schedule on performance. J. exp. Psychol. in press.
 - B. Paper presented at Psychonomic society meeting, Chicago, 1960.
 - Paper presented at Eastern Psychological Association Meetings, Philadelphia, Pennsylvania, 1964.
- V. . Membership in Professional or Scholarly Societies
- American Psychological Association
 - Eastern Psychological Association
 - American Association for the Advancement of Science
 - American Association of University Professors

VI. Special Honors or Awards

United States Public Health, Pre-Doctoral Fellowship

National Science Foundation, Institutional Grant Award,
\$1620.00 1963-64

Scholarly Advancement Grant, \$900.00 1964-65

National Institute of Mental Health Grant, \$3936.00
1964-65

VITA

I. Identifying Information

- A. James G. Bond
- B. Lorain, Ohio April 17, 1924
- C. Married

II. Education Background

- A. B.A. Baldwin-Wallace College, 1948, Psychology major
- B. M.A. Bowling Green State University, 1949, Psychology
- Ph.D. New York University, 1954, Psychology major

III. Work History

- 1963-64 Visiting Assistant Professor in Clinical Psych.
BGSU
- 1950-64 Director, Psychological Services, Toledo State
and Receiving Hospital
- 1958-64 Branch Instructor, BGSU
- 1949-50 Staff Psychologist, Lorain county Mental Hygiene
Clinic

IV. . Professional Contributions

Milieu therapy with chronic, regressed female schizophrenics.

- Project #55. Research monograph published by the Ohio Division of Mental Hygiene. Toledo, 1960, (with Gerjuoy, H., Rosenberg, B., Balogh, J., and McDevitt, R.) Ratings of patients by mental hospital ward attendants. Psychological Record, 1960, 10, 267-278 (with Gerjuoy, H., Rosenberg, B., Balogh, J., and McDevitt, R.)
- Mental hospital ward attendants' work experience in "front" and "back" wards. Journal of General Psychology, 1963, 68, 173-180. (with Gerjuoy, H., Rosenberg, B., Balogh, J., and McDevitt, R.)
- A social interaction pattern analysis as relates to chronic regressed female schizophrenics. Journal of Health and Human Behavior, 1962, 3, 157-160. (with Balogh, J., Gerjuoy, H., Rosenberg, B., and McDevitt, R.)
- An investigation of social interaction in schizophrenia. Journal of Clinical Psychology, 1962, 18, 54-57. (with Gerjuoy, H., Balogh, J., and McDevitt, R.)
- The DL scale of clinical status of a psychiatric ward. Journal of Clinical Psychology, 1962, 18, 290-294. (with Gerjuoy, H., Balogh, J., Rosenberg, B., and McDevitt, R.)

- v. . Membership in Professional or Scholarly
Societies American Psychological Association
(Fellow) Ohio Psychological Association
Member, past president , Northwest Ohio Psychological Assoc. •

VITA

I. Identifying Information

- A. John E. Exner, Jr.
- B. Syracuse, New York
- C. Married

April 18, 1928

II. Education Background

- A. B.S. Trinity University, 1953, Psychology
- B. M.A. Trinity University, 1954, Psychology
- Ph.D. Cornell University, 1958, Clinical Psychology

III. Work History

1964 Department Chairman, Associate Professor, Director
of Training in Clinical Psychology, BGSU

1962-64 Assistant Professor, Department of Psychology, BGSU

9/57 to 6/62 Director, Bureau of Testing & Research and
Associate Professor in Psychology, DePauw University,
Greencastle, Indiana

2/56 to 9/57 Clinical Psychologist, Rochester Institute of
Technology, Rochester, New York and Consulting
Psychologist, Strong Memorial Hospital, Rochester, N.Y.

2/55 to 7/55 Intern, Bellevue Hospital, N.Y. City

9/55 to 2/56 Payne-Whitney Clinic, Cornell Univ. Medical
School, N.Y. City

1962 to Present Consulting Psychologist, Wood County Mental
Health Clinic, Bowling Green, Ohio

Summer 1961 to 1963 Consulting Clinical Psychologist,
Topeka. State Hospital, Topeka State Hospital, Topeka,
Kansas

Summer 1962 Visiting lecturer, Indiana University

IV. Professional Contributions

- A. The influence of chromatic and achromatic color in the
Rorschach. J. proj. Techn., 1959. Vol. 23 P. 418-425.

The influence of achromatic color in cards IV & VI
of the Rorschach. J. proj. Techq. 1961, Vol. 25.
p. 38-41.

The College Level Achievement Series. DePauw Univ., 1960

The influence of color on productivity in cards VIII, IX, X of the Rorschach, J. proj. Techn., 1962, Vol. 26, Pp. 30-34.

A comparison of the human figure drawings of neurotics character disorders, normals, and subject experiencing experimentally induced fear. J. proj. Techn. 1962, Vol. 26, pp. 393-397.

On willful falsification on the MMPI. J. consult. Psychol. Vol. 27, Pp. 90-94.

Variation in WISC performances as Influenced by Differences in Pre-Test Rapport. J. of General Psychology. In press.

The Effect of Color on Rorschach Productivity. J. of General Psychology. in press.

On the Effectiveness of Blind Analysis using Projective Techniques. J. of Projective Techniques. In press.

To Q or not to Q. Contemporary Psychology, 1963, P. 389-90. (A Book Review)

How the College Should Interpret and Use Tests. College Admissions Counselor, 1964. In press.

- B. Chromatic Color as a Projective Stimulus--Presented at Eastern Psychological Association Meeting, 1957.

Judgment Testing and Public Relations. Part of symposium, American Psychological Association, 1957.

Co-Educational Housing in Psychiatric Units, American Orthopsychiatric Organization Association. Special Events, 1961.

- v. Membership in Professional or Scholarly Societies
 American Psychological Association--member--1957
 Society for Projective Techniques--fellow--1958
 Midwestern Psychological Association--member--1958

IV. Special Honors or Awards

Eli Lilly Foundation, Study of Co-Educational Housing in
Psychiatric Units, 1960. \$4400

Cornell University, Fellowship, Individual Differences,
1954-55.

VITA

I. Identifying Information

- A. Cecil Max Freeburne
- B. Sublette, Kansas, August 19, 1918
- C. Married

II. Education Background

- A. B.S. Kansas State Teachers College, Emporia, Kansas, 1940
- B. M.A. State University of Iowa, Iowa City, Iowa, 1941
Major in psychology
- Ph.D. State University of Iowa, Iowa City, Iowa, 1948
Major in psychology

III. Work History

- A. 1960-1963 Chairman, Psychology Department, BGSU
- B.
 - 1950-61 Associate Professor of Psychology BGSU
 - 1948-50 Assistant Professor of Psychology BGSU
 - 1946-48 Teaching Assistant, Department of Psychology
State University of Iowa
 - 1945-46 Non-commissioned officer in charge, Induction
and Classification Unit, Ft. Leavenworth, Kansas
 - 1943-45 Non-commissioned officer in charge, Research
Section Medical and Psychological examining Unit
No. 6, Keesler Field, Mississippi
 - 1942-43 Psychomotor Examiner, Army Air Forces
Psychological Research Unit No. 1, Nashville, Tenn.
 - 1942 Director of bands and teacher of English and social
studies, Washburn High School, Washburn, Wis.
 - 1941-42 Principal, band director, and teacher of
English and social studies, Andrew High School,
Andrew, Iowa.
 - 1940 Graduate Assistant, Department of Psychology,
Kansas State Teachers College, Emporia, Kansas

IV. Professional Contributions

Stroud, J.B., and Freeburne, Max. "Symbolic Practice." Journal of Educational Psychology, 1942, 33, 65-71.

Freeburne, Cecil M. "The Influence of Training in Perceptual Span and Perceptual Speed Upon Reading Ability," Journal of Educational Psychology, 1949, 40, 321-352.

Freeburne, C.M., and Hamilton, C.E. "The Effect of Brightness on Figural After-Effect," American Journal of Psychology, 1949, 62, 567-570.

- Freeburne, Cecil M., and Fleischer, Murray S.
 "The Effect of Music Distraction
 Upon Reading Rate and Comprehension,"
Journal of Educational
 Psychology, 1952, 43, 101-109.
- Freeburne, Cecil M., and Taylor, John E. "Discrimination
 Learning with Shock for Right and Wrong Responses in the
 Same subjects," "Journal of Comparative and Physiological
 Psychology," 1952, 45, 264-268.
- Freeburne, Cecil M. "A Practice-Teaching Program for
 M.A. Candidates, in Psychology," "American Psychologist
 1952, 7, 22-24.
- Freeburne, Cecil M. "Theoretical Foundations of
 Psychology by H. Helson," Journal of the Ohio Academy
 of Science, 1952, (Book Review)
- Freeburne, Cecil M. "A study of the Relationship
 Between Figural After-Effect and Reading-Test
 Performance," Journal of Educational Psychology, 1953,
 43, 309-312.
- Freeburne, Cecil M. "College and Life, by M.E. Bennett,"
Journal of Educational Psychology, 1954, 45, 378-390.
- Freeburne, Cecil M. "Lacey's Statistical Methods in
 Experimentation," Journal of Experimental Psychology.
 1954, 45, 185-186.
- Freeburne, Cecil M., and Schneider, Marvin, "Shock for
 Right and Wrong Responses During Learning and Extinction
 in Human Subjects," Journal of Experimental Psychology,
 1955, 49, 181-186.
- Freeburne, Cecil M. "Laws of Learning, Visual
 Perception, and the Reading Process," American Journal
 of Optometry and Archives of American Academy of
 Optometry, March 1961, 161-172.
- Weissman, S.P., and Freeburne, C.M. "A Study of Dynamic
 Visual Acuity," "Journal of Experimental Psychology,"
 in press.

B . "Basic Concepts in Mental Hygiene," Nurses Institute
Bowling Green, 1948.

"The Central-Peripheral Controversy in Reading Training,"
Northwest Ohio Psychology Club, Toledo, 1949.

"A Practice-Teaching Program for M.A. Candidates in
Psychology," American Psychological Association National
Convention, State College, Pennsylvania, 1950.

"Some Implications of Modern Psychology for the Teaching
of Mathematics," Regional Conference, B.G. 1952.

"The Delay-of-Response Gradient with Running Distances
Equal for all Delays," Ohio Psychological Association
State Convention, Columbus, Ohio, 1953.

"Shock for Right and Wrong Responses During Learning
and Extinction in Human Subjects," American Psychological
Association, National Convention, Cleveland, Ohio, 1953.

"Implication of General Semantics for Personal Adjustment"
Lima Area Psychologists Association Meeting, Lima, Ohio,
1955.

"The Lie Detector' A Psychophysiological Approach to
Behavior," Third Annual Mental Health Institute,
Lima, Ohio, 1957.

"Place of Psychology in the Liberal Arts Curriculum,"
Ohio Psychological Association, Dayton, Ohio, 1959.

"Laws of Learning, Visual Perception, and the Reading
Process," Third Annual Visual Training Seminar, BGSU
1960.

"Role and Evaluation of Independent study in the
Psychology Curriculum," Ohio Psychological Association,
Cincinnati, 1961.

Several speeches as Visiting Scientist, in the Ohio
Academy of Science Visiting Scientist Program, 1963
to present.

V. . Membership in Professional or Scholarly Societies
Fellow, American Psychological Association, Divisions 2
(teaching), 3(experimental), and 15(educational).

Member, Midwestern Psychological Association

Fellow, Ohio Psychological Association

Member, Sigma Xi

Member, Psi Chi

Member, American Association of University Professors

VI. Special Honors or Awards

Chairman, session on Motivation, 1953 meeting in
Neland of the American Psychological Assoc.
Appointed to Committee on Teaching of Psychology at
the Undergraduate Level, American Psychological
Association, 1954.

Selected for Collaboration in setting up professional
examination for experimental psychologists, for
the Public Health Service in Washington, D.C.,
1953 and following.

Listed in American Men of Science

Listed in Who's Who in the Midwest

Listed in Who's Who in America

VITA

I. Identifying Information

- A. Robert M. Guion
- B. Indianapolis, Indiana September 14, 1924
- C. Married

II. Education Background

- A. B.A. State University of Iowa, 1948, psychology major
- B. M.S. Purdue University, 1950, industrial psychology major
- Ph.D. Purdue University, 1952, industrial psychology major

III. work History

- 1952 to present Instructor-Professor, BGSU
- 1963-64 Visiting Associate Professor, University of California, Berkeley
- 1951-52 Research Assistant, Occupational Research Center, Purdue University
- 1948-51 Vocational counselor, Schools & Departments of Engineering, Purdue University

IV. Professional Contributions

A comparison of management-labor attitudes toward grievance procedures. *Personnel Psychol.*, 1951, 4, 3-17. (with C.H. Lawshe)

Employee load of first line supervisors. *Personnel Psychol.*, 1953, 6, 223-244.

Regression analysis: prediction from classified variables. *Psychol. Bull.*, 1954, 51, 505-510.

A psychology colloquium to stimulate research interest. *Arner. Psychologist.*, 1956, 11, 199-202.

Industrial Morale: a symposium. I. The problem of terminology. *Personnel Psychol.*, 1958, 11, 59-64.

Review of Bellow, R., et al, *Workbook in industrial psychology and personnel management*, in *Personnel Psychol.*, 1958, 11, 622-625.

A factorial study of dexterity tests. *J. appl. Psychol.*, 1959, 43, 100-204. (With G. L. Bourassa).

Professional education in industrial psychology: a statement of policy. Amer. Psychologist., 1959, 14, 233-234. With W.B. Chew, J.J. DeMott, and R. Stagner--Committee on Professional Education Policy of Division 14, R.M. Guion, Chairman.)

Review of Harrell, T.W., Industrial psychology, (rev. ed.) and of Harrell T.W., and Rusmore, J.T., A ca. sebook in industrial and personnel psychology, in Personnel I'AY'._chol., 1959, 12, 357-360.

Criterion measurement and personnel judgments. Personnel Psychol., 1961, 14, 141-149.

A note on the Nagle attitude scale. J. appl. Psychol., 1963, 48, 29-30. (With J.E. Robins).

Validity of personality measures in personnel selection. Personnel Psychol., 1964, in press, published out of turn by the editors. (With R.F. Gottier.)

Personnel testing. To be published by McGraw-Hill, January, 1965.

Review of Fisk, G. (Ed), The frontiers of management psychology, Personnel Psychol., in press.

Synthetic validity in a small organization. Personnel Psychol., submitted.

B.

"Reading ability and prediction of engineering achievement." MPA, 1952.

"Analysis of Supervisory Work Situations." In symposium on job analysis methods, ABA, 1954.

Participant in panel discussion of consulting and academic industrial psychologists: "Common Problems." APA, 1956.

"A factor Analysis of Dexterity and Vision Tests." MPA, 1957. (With G.L. Bourassa.)

Industrial Morale Symposium. Served as organizer and chairman; included the paper entitled "The Problems of Terminology." MPA, 1957.

"Criterion Measurement in Applied Psychology." OPA, 1957.

"Synthetic validity in a Small Organization." MPA, 1961.

- v. Membership in Professional or Scholarly Societies
International Association of Applied Psychology
American Psychological Association, with memberships
in Division 5 (Division on Measurement) and
Division 14 (Division of Industrial Psychology.)
Midwestern Psychological Association
Ohio Psychological Association
Sigma Xi
Psi Chi
Book and Motor (BGSU)

VITA

- I. Identifying Information
- A. John T. Greene
 - B. Detroit Michigan November 10, 1923
 - C. Married
- II. Educational Background
- A. B.A. Wayne State University-1948-Psychology major
 - B. M.A. University of Oregon-1951-Psychology major
 - Ph.D. University of Illinois-1955-Psychology major
- III. Work History
- A. 1955-64 Associate Professor of Psychology, BGSU
 - 1954-55 Research Associate, Air Force Project, U. of Illinois
- IV. Professional Contributions
- A. Young, Paul T., & Greene, John T. Quantity of food ingested as a measure of relative acceptability. *J. Comp. Physiol. Psycho.*, 1953, 46, 288-294.
 - Young, Paul T., & Greene, John T. Relative acceptability of saccharine solutions as revealed by different methods. *J. Comp. Physiol. Psycho.*, 1953, 46, 295-298.
 - B. Marshall, Marilyn E. & Greene, John T. Kinesthesia in maze learning. (paper delivered at M.P.A. Convention in Chicago, May, 1959).
 - Greene, John T. Transfer of concepts. (paper delivered at M.P.A. Convention in St. Louis, May, 1960).
 - Greene, John T. Loudness constancy. (paper delivered at M.P.A. Convention in Chicago, May, 1961).
 - Greene, John T., & Schuck, John R. The fate of irrelevant stimulus dimensions in concept formation. (paper delivered at M.P.A. Convention in Chicago, May, 1962).
- V. Membership in Professional or Scholarly Societies
- American Psychological Association
 - Midwestern Psychological Association
 - Eastern Psychological Association
 - American Association of University Professors
 - Sigma Xi

VI. Special Honors or Awards

Research Grants

From Scholarly Advancement Committee (1956-57) for investigation of effect of sequences of partial reinforcement on extinction.

From Scholarly Advancement committee (1957-58) for investigation of loudness constancy.

From Scholarly Advancement Committee (1958-59) for investigation of transfer and generalization in concept formation.

From Scholarly Advancement Committee (1959-60) supplemental funds for the investigations of loudness constancy and concept formation.

From Scholarly Advancement Committee (1960-61) in association with Dr. J.E. Wenick, for investigation of the function of brain centers involved in sleep.

From Scholarly Advancement Committee (1962-63) in association with Dr. J.R. Schuck, for study of mediating mechanisms in human thinking.

From Scholarly Advancement Committee (1962-63) in association with Dr. J.R. Schuck, for the development of a complete bibliography on cognitive processes in preparation for a vouA.

VITA

- I. Identifying Information
 - A. Katsushige Kazaoka
 - B. Salinas, California October 27, 1932
 - C. Single

- II. Education Background
 - A. B.S. Juniata College, Huntington, Pennsylvania, 1954,
Major in Psychology
 - B. M.A. DePauw University, Greencastle, Indiana 1960,
Major in Psychology
University of North Carolina

- III. Work History
 - A. Visiting Assistant Professor of Psychology, BGSU
 - B. Clinical Internship, Emma Pendleton Bradley Home,
Providence, Rhode Island
Instructor, University of North Carolina, Chapel Hill,
North Carolina
Instructor, University of North Carolina at Greensboro,
Greensboro, North Carolina

- IV. Professional Contributions
 - A. None
 - B. The size-weight illusion in young children, APA

- V. Membership in Professional or Scholarly Societies
 - AAAS
 - Psi Chi
 - AAUP

- I. Identifying Information
- A. Michael Merbaum
 - B. New York City, New York November 6, 1933
 - C. Married 1 child
- II. Education Background
- A. B.A. Drake University, Des Moines, Iowa, 1956
Sociology Major
 - B. M.A. Kansas City University, Kansas City, Missouri, 1957, Psychology major
 - Ph.D. University of North Carolina, Chapel Hill, North Carolina, 1961, Clinical Psychology major
- III. Work History
- A. Assistant Professor and Director of Psychology Clinic Bowling Green State University, Bowling Green, Ohio, 1964
 - B. 1961-64 Psychologist, Psychiatric Inpatient Service, University of Chicago Clinics, University of Chicago, Chicago 37, Illinois.
 - 1964 Lecturer, University of Chicago
 - 1963 Lecturer, University of Chicago
 - 1960-61 Teaching Assistant, University of North Carolina, Chapel Hill, North Carolina
 - 1959-60 Internship, University of North Carolina Memorial Hospital
 - 1958-59 Teaching Assistant, University of North Carolina
 - 1957-58 VA Trainee Veteran's Administration Mental Hygiene Clinic, Durham, N.C.
 - 1956-57 Psychological Trainee, Psychiatric Receiving Center, Kansas City, Mo.
 - 1956 Teaching Assistant, Kansas City University
- IV. Professional Contributions
- A. Merbaum, M. The Conditioning of Affective Self-References by three Classes of Generalized Reinforcers. Journal of Personality, 1963, 31, 179-191.
 - Southwell, E. and Merbaum, M. Personality: Readings in Theory, Research and Criticism. Wadsworth Press, 1964.
 - Merbaum, M. and Southwell, E. Conditioning of Affective Self-references as a Function of the Discriminative Characteristics of Experimenter intervention. Submitted to Journal of Abnormal Psychology, 1964.
- v. Membership in Professional or Scholarly Societies
- American Psychological Association
 - Illinois Psychological Association
 - Sigma Xi

VITA

- I. Identifying Information
 - A. William G. Miller
 - B. Wapakoneta, Ohio July 29, 1925
 - C. Single

- II. Education Background
 - A. B.S. Miami University, 1949, Major in Education
 - B. M.A. Ohio State University, 1954, Major in Education

- III" work History
 - A. Counselor, University Counseling Center and Instructor
in Dept. of Psychology, BGSU
 - B. 1962-63 Counselor, Chillicothe, Ohio City Schools
 - 1961-62 Counselor, University Counseling and Testing
Center, Ohio State University
 - 1959-61 Instructor, Department of Education, Ohio State
University
 - 1955-58 Supervisor of Sports, City Recreation Department
Las Vegas, Nevada
 - 1952-54 Instructor, Department of Health & Physical
Education, Ohio Wesleyan University
 - 1950-51 Football Coach, University of Miami
 - 1949-50 Teacher of History, Lima Ohio City Schools

VITA

I. Identifying Information

- A. Benjamin George Rosenberg
- B. San Francisco, California May 11, 1922
- C. Married

II. Education Background

- A. . A.B. University of California, Berkeley,
1947 Psychology major
- B. M.A. University of California, Berkeley, 1948
Psychology major
- Ph.D. University of California, Berkeley, 1952
Psychology major

III. Work History

- A. 1964 Associate Professor of Psychology, Professor of Psychology, Bowling Green State University and Consultant in Psychotherapy at Wood County Mental Hygiene Clinic, Bowling Green, Ohio.
- B. 1962-63 Visiting Associate Professor of Psychology, University of California, Berkeley
- 1960 Associate Professor of Psychology, BGSU
- 1957-62 Director of Clinical Training, BGSU
- 1957-62 Research and Training Consultant, Toledo State Hospital
- 1955-60 Assistant Professor of Psychology BGSU
- 1953-55 Postdoctoral Fellow in Clinical Psychology, University of California, Berkeley
- 1952-53 Research Associate, University of Alabama, Human Relations Committee
- 1952-53 Assistant Professor of Psychology, University of Alabama
- 1950-51 Instructor in Psychology, Southern Methodist Univ.

IV. Professional Contributions

- A. Compulsiveness as a determinant in selected cognitive-perceptual performances. Journal of Personality, 1953, 2, 506-516.

Human relations factors in Air Force maintenance units. Publication of the Human Resources Research Institute. Maxwell Field, Ala. 1954, Vols. I and II, pp. 600. (with Hawley, L.T., and Gold, R.)

Contributions to role-taking theory: IV. A method for obtaining a qualitative estimate of the self. Journal of Social Psychology, 1955, 42, 71-81. (With Sarbin, T.R.)

Authoritarianism and aesthetic choice. Journal of Social Psychology, 1957, 46, 293-297. (with Zimet, C.)

A new sorting technique for diagnosing organic brain damage. Journal of Clinical Psychology, 1958, 14, 36-40. (with Altrocchi, J.)

The Yacorznski Block Test: A follow-up note. Journal of Consulting Psychology, 1958, 22, 122. (with Sutton-Smith, B.)

A scale to identify impulsive behavior in children. Journal of Genetic Psychology, 1959, 95, 211-216 (with Sutton-Smith, B.)

The measurement of masculinity and femininity in children. Child Development, 1959, 30, 373-380. (with Sutton-Smith, B.)

A revised conception of masculine feminine differences in play activities. (with Sutton-Smith, B.)

Manifest anxiety and game preference in children. Child Development, 1960, 13, 307-311. (with Sutton-Smith, B.)

Age changes in the relationship between anxiety and achievement. Child Development, 1960, 31, 515-519. (with Sutton-Smith, B., and Morgan, E.E.)

Ratings of patients by mental hospital ward attendants. Psychological Record, 1960, 10, 267-278. (with Gerjuoy, H., Bond, J., Balogh, J., and McDevitt, R.)

Milieu, therapy with chronic, regressed female schizophrenics. Project #55. Research monograph published by the Ohio Division of Mental Hygiene. Toledo, 1960, (with Gerjuoy, H., Bond, J., Balogh, J., and McDevitt, R.)

Selected success and failure experiences as factors in Bender Gestalt performance. Journal of General Psychology, 1961, 64, 31-36.

Impulsivity and sex preference. Journal of Genetic Psychology, 1961, 98, 187-192. (with Sutton-Smith, B.)

Sixty years in historical change in the game preference of American children. Journal of American Folklore, 1961, 74, 17-46. (with Sutton-Smith, B.)

Historical changes in the freedom with which children express themselves on personality inventories. Journal of Genetic Psychology, 1961, 99, 309, 315. (with Sutton-Smith, B., and Morgan, E.E.)

The use of the opposite sex scale as a measure of psychosexual deviancy. Journal of Consulting Psychology, 1961, 25, 221-225. (with Sutton-Smith, B., and Morgan, E.E.)

Peer perceptions of impulsive behavior. Merrill-Palmer Quarterly, 1961, 7, 233-238. (with Sutton-Smith, B.)

Mental hospital ward attendants' work experience in "front" and "back" wards. Journal of General Psychology, 1963, 68, 173-180. (with Gerjuoy, H., Bond, J., Balogh, J., and McDevitt, R.)

A social interaction pattern analysis as relates to chronic regressed female schizophrenics. Journal of Health and Human Behavior, 1962, 3, 157-160. (with Balogh, J., Gerjuoy, H., Bond, J., and McDevitt, R.)

An investigation of social interaction in schizophrenia. Journal of Clinical Psychology, 1962, 18, 54-57. (with Gerjuoy, H., Balogh, J., and McDevitt, R.)

The DL scale of clinical status of a psychiatric ward. Journal of Clinical Psychology, 1962, 18, 290-294. (with Gerjuoy, H., Balogh, J., Bond, J., and McDevitt, R.)

The measurement of masculinity and femininity in children. An extension and revalidation. Journal of Genetic Psychology, (with Sutton-Smith, B.) 1964, 104, 259-264.

The development of sex differences in play choices in pre-adolescence. Child Development, 1963, 34, 119-126. (with Sutton-Smith, B., and Morgan, E.E.)

Anxiety as a function of change in sex role. To be submitted to Child Development. (with Sutton-Smith, B., and Morgan, E.E.)

Ego-strength and ego-disjunction in primary and secondary psychopathy. Journal of Clinical Psychology, 1963, 19, 61-63

Ordinal position and sex role identification. Genetic Psychology Monographs, (with Sutton-Smith, B.) 1964, 70, 107-130

Age changes in the effects of ordinal position on sex role identification. *Journal of Genetic Psychology*, in press. (with Sutton-Smith, B.)

The representation of verbal referents in sonic vehicles. *Percept. Mot. Skills*, 1964, 19, 663-670.

Sibling associations and role involvement. *Merrill-Palmer Quarterly*, 1964, 10, 25-38. (with Sutton-Smith, B., and Roberts, J.)

The relationship of ordinal position and sibling sex status to cognitive abilities. *Psychonom. Sci.* 1964, 1, 81-82. (with Sutton-Smith, B.)

A study of non-verbal symbolic behavior by schizophrenics. *Journal of Psychology*, 1964, 59, 1-10. (with Langer, J.)

Symbolic meaning and color-naming. Submitted to the *Journal of Verbal Learning and Verbal Behavior*. (with Langer, J.)

A study of postural-gestural communication. Submitted to *J. Personality*, Fall, 1964, (with Langer, J.)

Learning Verbal referents of non-verbal symbols. Submitted to *J. Verb. Learn. and verb. Behav.*, Fall, 1964. (with Langer, J.)

A representational assessment of meaningfulness. *Psychonom. Science*, (with Langer, J., and Badia, P.) 1964, 1, 263-264.

The effects of phonetic symbolism on color naming. Submitted to *Science*, Oct., 1964. (with Langer, J.)

B. "Compulsiveness as a determinant in selected cognitive-perceptual performances."

Symposium member. "Academic viewpoint in the training of clinical psychologists."

"A revised conception of masculine-feminine differences in game activities." (with B. Sutton-Smith)

"Opposite sex scales as a measure of psychosexual deviancy." (with B. Sutton-Smith).

.;Mental hospital ward attendants' work attitudes and their experience in "front" and "back" wards. (with H. Gerjuoy, J. Balogh, J. Bond, and R. McDevitt.)

"Sex differences in role preferences for play activities and games." (with B. Sutton-Smith and E. Morgan)

"Anxiety as a function of change in sex role." (with B. Sutton-Smith, and E. Morgan.)

"Ordinal position and sex role identification." (with B. Sutton-Smith)

"Sibling relationships and interactive styles." (with B. Sutton-Smith)

"The relation of birth order and sibling sex status to cognitive abilities." (with B. Sutton-Smith)

"A study of the comprehension of natural symbols." (with J. Langer).

"Symbolic meaning and color naming." (with J. Langer.)

"The influence of sibling interaction on the identification process."

V. Membership in Professional or Scholarly Societies

Sigma Xi (Fellow)

Phi Eta Sigma (Honorary)

American Psychological Association

American Association for the Advancement of Science

American Association of University Professors

Society for the Psychological Study of Social Issues

Midwestern Psychological Association

Ohio Psychological Association

Society for Research in Child Development

VI. Special Honors or Awards

N.I.M.H. Grant #MH 07354-01. Ordinal position, anxiety and sex role identification. 9/1/62-9/1/63.
3,427 dollars

N.I.M.H. Grant #MH 07994-01. Sibling associations and interactive response sets. 9/1/63-9/1/65.
46,231 dollars (with B. Sutton-Smith)

I. Identifying Information

- A. James Conrad Schwarz, Ph.D.
- B. Hartford, Connecticut
- C. Married

II. Education Background

- .A. B.S. Penn State University, University Park Pa., 1958
Psychology major
- B. M.A. Ohio State University, Columbus, Ohio, 1961
Clinical Psychology major
- Ph.D. Ohio State University, Columbus, Ohio, 1963
Clinical Psychology major

III. Work History

- 1964 Psychological Consultant, Hancock County Mental Health Clinic, Findlay, Ohio
- 1962-64 Assistant Professor of Psychology, BGSU, Bowling Green, Ohio
- 1960-61 Psychological Intern, Columbus V.A. Out-patient Clinic, Columbus, Ohio
- 1958-60 Psychological Trainee, Chillicothe VA N.P. Hospital Chillicothe, Ohio
- 1957-58 Undergraduate Research Assistant, Perception and personality and educational projects. Dept. of Psych. Penn State University
- 1955, 56, 57 Summers-Psychiatric Aid, Harrisburg State Hospital, Harrisburg, Pa.

V. Membership in Professional or Scholarly Societies

- American Association of University Professors
- American Psychological Association

Special Honors or Awards

- Phi Beta Kappa
- Psi Chi
- Phi Eta Sigma
- United States Public Health Service Fellow 1958-1959
- United States Public Health Service Fellow 1961-1962

I. Identifying Information

- A. John Paul Scott
- B. Kansas City, Missouri December 17, 1909
- C. Married

II. Education Background

- A. B.A. University of Wyoming, 1930, Zoology Major
- B. M.A. Oxford University, 1932, (Honor School Natural Science, first Class, zoology)
- Ph.D. University of Chicago, 1935 (Zoology, Developmental Genetics)

III. Work History

- A. 1964 Research Professor and Director of Graduate Studies
Bowling Green State University, Bowling Green, Ohio
- B. 1957-64 Senior Staff Scientist, The Jackson Laboratory
- 1958 Visiting Professor, Biopsychology, University of Chicago
- 1945-57 Chairman, Division of Behavior Studies, The Jackson Laboratory
- 1935-45 Chairman, Dept. of Zoology, Wabash College
(Associate Professor to Professor)
- 1932-35 Teaching Assistant, Zoology, University of Chicago

IV. Professional Contributions

- 1936. Inherited behavior in *Drosophila*. Proc. Indiana Acad. Sci., 46, 211-216.
- 1936. A challenge to the Eugenist. Jour. Hered., 27, 261-264.
- 1937. The Embryology of the Guinea Pig. I. A table of normal development, American Journal of Anatomy, 60, 397-432.
- 1937. The Embryology of the Guinea Pig. III. Development of the polydactylous monster. A case of growth accelerated at a particular period by a semi-dominant lethal gene. J. Exp. Zool., 77, 123-157.
- 1938. The Embryology of the Guinea Pig. II. The polydactylous monster. A new series produced by the genes P_xP_x. Journal of Morph., 62, 299-321.
- 1942. Genetic Differences in the Social Behavior of Inbred Strains of Mice. Jour. of Heredity, 33, 11-15.
- 1942. Science and Social Action. Science, 96, No. 2480, 39-40.
- 1943. Effects of Single Genes on the Behavior of *Drosophila*, Am. Naturalist, 77, 184-190.
- 1944. Social Behavior, Range and Territoriality in Domestic Mice. Proceedings of the Indiana Academy of Science, 53, 188-195.

1944. The Magnification of Differences by a Threshold. *Science*, 100, No. 2608, 569-570.
1944. An Experimental Test of the Theory that Social Behavior Determines Social Organization. *Science*, 99, 42-43.
1945. Social Behavior, Organization and Leadership in a Small Flock of Domestic Sheep. *Comp. Psychology Monographs*, 18 (4), 1-29.
1945. Group Formation Determined by Social Behavior; a Comparative Study of Two Mammalian Societies. *Sociometry*, 8, 42-52.
1946. Incomplete Adjustment Caused by Frustration of Untrained Fighting Mice. *Jour. of Comp. Psych.*, 39, 379-390.
1947. "Emotional" behavior of fighting mice caused by conflict between weak stimulatory and weak inhibitory training. *Jour. of Comp. and Physiol. Psychology*, 40, 275-282.
1947. (with Jeannie C. Stewart). Lack of correlation between leadership and dominance relationships in a herd of goats. *Jour. of Comp. and Physiological Psych.* 40, 255-264.
1947. (with F.A. Beach). (Ed.) Minutes of the conference on genetics and social behavior, 35 pp. Roscoe B. Jackson Memorial Laboratory, Bar Harbor.
1948. Dominance and the frustration-aggression hypothesis. *Phys. Zoo* ., 21, 31-39.
1949. (with S. Ross). An experiment on the relationship between dominance and control of movement in goats. *J. Comp. and Phys. Psych.*, 42, 75-80.
1949. Genetics as a tool in experimental psychological research. *Am. Psychologist*, 4: 526-530.
1950. The social behavior of dogs and wolves; an illustration of sociobiological systematics. *Annals N.Y. Acad. Science*, 51: 1009-21.
1950. (with M. Marston). critical periods affecting normal and maladjustive social behavior in puppies. *Jour. Genet. Psycho.* 77: 25-60.
1950. (with H.H. Vogel and M.V. Marston). Social facilitation and allelomimetic behavior in dogs. I. Social facilitation in a non-competitive situation. II. The effects of unfamiliarity. *Behavior*, 2: 121-143.
1950. (with J.L. Fuller). (Eds.) Manual of dog testing techniques. Roscoe B. Jackson Memorial Laboratory, Bar Harbor.
1950. The use as test material of inbred strains of mice having high frequencies of audiogenic seizures. *Science*, 111: 583.

1950. The relative importance of social and hereditary factors in producing disturbances in life adjustment during periods of stress in laboratory animals. *J. Abnorm. Psychol.*, 55: 61-71.
1951. (with J.L. Fuller and E. Fredericson). Experimental exploration of the critical period hypothesis. *Psychol. Rev.*, 58: 162-183.
1951. (with E. Fredericson). The causes of fighting in rats and mice. *Phys. Zool.*, 24: 273-309.
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1953. (with M.S. Charles). Some problems of heredity and social behavior. *J. Genet. Psych.*, 48, 209-230.
1953. (with M. Marston). Non-adaptive behavior resulting from a series of defeats in fighting mice. *J. Abnorm. Psychol.*, 48 (3): 417-428.
1953. (with M.S. Charles). Some problems of heredity and social behavior. *J. Genet. Psych.*, 48: 209-230.
1953. The process of socialization in higher animals. In: *Milbank Conference Report: Interrelations between the social environment and psychiatric disorders*. Milbank Memorial Fund, N.Y.
1953. Implications of Infra-Human Social Behavior for Problems of Human Relations. Ch. 2, In: *Group Relations at the Crossroads*. M. Sherif and M.O. Wilson (eds.). Harper. New York.
1953. (with E. Williams). The development of social behavior patterns in the mouse, in relation to natural periods. *Behavior*, 6, 35-64.
1954. (with M.S. Charles). Genetic differences in the behavior of dogs: a case of genetic differences magnified by thresholds and by habit formation. *J. Genet. Psych.*, 84, 175-188.
1954. Biomathematical problems in animal behavior. Ch. 33, In: *Kempthorne, et al. (Eds.) Biostatistics*, Iowa State College.
1954. (with J.L. Fuller). Heredity and Learning Ability in Infrahuman Mammals. *Eugenics Quarterly*, I, 28-43.

1954. (with J.L. Fuller). Experimental investigation of hereditary differences in learning ability in mammalian populations. Proc. world Population Congress, Rome, 1954. 641-652.
1954. The effects of selection and domestication upon the behavior of the dog. J. Nat. Cancer Inst., 15, 739-758.
1955. (with Anne Ana. stasi, J.L. Fuller, and J.L. Schmidt). A factor analysis of the performance of dogs on certain learning tests. Zoologica, 40, 33-46.
1955. The place of observation in biological and psychological science. American Psychologist, 10, 61-64.
1956. The 'lnalysis of social organization in anL'nals. Ecology, 37, 213-221.
1956. (with A.A. Pawlowski). Hereditary differences in the development of dominance in litters of puppies. J. Comp. and Physiol. Psych., 49, 353-358.
1957. Comment on the psychosocial position, etc. In: Kruse, H.D. (ed.). Integrating the Approaches to Mental Disease. Hoeber-Harper, New York.
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1957. The Genetic and Environmental Differentiation of Behavior. In: Harris, D. (ed.). The Concept of Development. U. Of Minn. Press, Minneapolis.
1957. Abnormal Behavior in Dogs and Other Domestic Animals. Gaines Veterinary Symposium. Gaines Dog Research Center, New York.
1958. Implications of the Study of Anima.l Societies for Human Sociology. Actes du XVIIe Congres International de Sociologie Vcl. 2, 489-503. Beyrouth, Lebanon, 1958.
1958. Critica.l Periods in the Development of Social Behavior of Puppies. Psychosomatic Med., 20, 42-54.
1958. Animal Behavior. U. of Chicago Press, Chicago.
1958. Aggression. University of Chicago Press, Chicago.
1959. (with C.J. Pfaffenberger). The relationship between delayed socia.lization and trainability in guide dogs. Journal of Genetic Psychol., 95, 145-155.
1959. (with Sherman Ross, A.E. Fisher and David J. King). The effects of early enforced weaning on sucking behavior in puppies. J. Genet. Psychol., 95, 261-281.
1959. (with John L. Fuller and John A. King). Inheritance of annual breeding cycles in hybrid basenji-cocker spaniel dogs. J. of Hered., 50, 224-261.
1960. Comparative social psychology. Ch. 9, In: Principles of Comparative Psychology, edited by R.H. Waters, D.A. Rethlingshafer and W.F. Caldwell. McGraw Hill, N.Y.

1960. (with Sherman Ross, Maria. Cherner, and Victor H. Dennenberg). Effects of restraint and isolation on yelping in puppies. *Animal Behavior*, 8, 1-5.
1961. Animal sexuality. In: Encyclopedia of Sexual Behavior, A.E.Ellis and A. Abarbenel (eds.). Hawthorn, New York.
1961. (with Orville Elliot). The development of emotional distress reactions to separation in puppies. *J. Genet. Psychol.*, 99, 3-22.
1961. Commentary on "Subhuman and human fighting." *Anthropologica*, 3, 1-9.
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1962. Animal behavior as a biological discipline. *Am. Biol. Teacher*, 24, 91-J.
1962. Genetics and the development of social behavior in mammals. *Am. J. Orthopsychiatry*. 32, 878-893.
1962. Critical periods in behavioral development. *Science*, 138 ' 949-958.
1963. (with J.L. Fuller). The genetic analysis of behavioral variation. In: Walter Burdette (ed.). Methodology in Mammalian Genetics. Vol. 2, Mammalian Genetics. Holden Day, San Francisco.
1963. The process of primary socialization in canine and human infants. Monograph. Soc. Res • Child Development. 28 (1)' 1-47.
1964. The effects of early social experience. In: Wm. Etkin (ed.). Social Behavior and organization Among Vertebrates. Univ. Chicago Press, Chicago.
1964. Genetics and the development of social behavior in dogs. *Am. Zoologist*, 4, 161-168.
1964. (with D. Deshaies and D.D. Morris). The effect of emotional arousal on primary socialization in the dog. (In press).
1964. (with F.H. Bronson). Experimental exploration of the et-epimeletic or care-soliciting behavioral system. In: Leiderman, P.H. and Shapiro, D. (Eds.). Psychobiological Approaches to Social Behavior. Stanford U. Press. (In Press).
1964. (with John L. Fuller). Genetics and the Social Behavior of the Dog. Univ. of Chicago Press. Chicago. (In press).

V. Membership in Professional or Scholarly Societies

Phi Kappa Phi
Phi Beta Kappa
Sigma Xi
AAAS (Fellow)
American Society of Zoologists
American Psychological Association (Fellow)
Genetics Society of America
Ecological Society of America (Chairman of Section on
Animal Behavior and Sociobiology, 1957-58)
New York Zoological Society (Fellow)
Maine Psychological Association (President, 1953-54)
Indiana Academy of Science (Jordan Prize, 1947)
American Association of Physical Anthropologists

VI. Special Honors or Awards

Honor Scholarship, University of Wyoming, 1927-30
Rhodes Scholarship, Oxford University, 1930-32
Fellow, Center for Advanced Study in the Behavioral
Sciences, 1963-64

VITA

I. Identifying Information

- A. Richard P. Shore
- B. Detroit, Michigan October 22, 1929
- c. Married

II. Education Background

- A. B.A. Wayne State University, 1951, Major in Psychology
- B. M.A. Wayne State University, 1953, Major in Psychology
- Ph.D. Wayne State University, 1963, Major in Industrial Psychology

work History

- A. 1963-64 Assistant Professor of Psychology BGSU
- 1956-61 Staff Psychologist, National Bank of Detroit, Detroit, Michigan
- 1953-55 Personnel Technician, Wayne County Civil Service commission, Detroit, Michigan.

IV. Professional Contributions

- A. "Leadership and Predictive Abstracting" J. Appl. Psychol. 1956, 40, 112-116.
Also in Browne, C.G. and Cohn, T.S. (Eds.) The Study of Leadership, Interstate, 1958.

V. Membership in Professional or Scholarly Societies

- APA
- AAUP

VI. Special Honors or Awards

- Graduate Fellow, Institute of Labor and Industrial Relations, University of Michigan--Wayne State University, 1961-62, 1962-63.

VITA

I. Identifying Information

- A. Brian Sutton-Smith
- B. New Zealand
- C. Married

July 15, 1924

II. Education Background

- A. B.A. Victoria University, 1947, Educational Psychology
- B. M.A. Victoria University of Wellington, 1948, Ed. Psychology
- Ph.D. University of New Zealand, 1954, Developmental Psychology

III. work History

- A. 1956-64 Associate Professor, Psychology Department, Bowling Green State university
- B. 1963-64. Visiting Associate Professor, Institute of Human Development, Clark University, Worcester, Massachusetts
- 1955 Sessional Lecturer in Educational Psychology, Victoria university College
- 1948, 51, 52, 55, and 56 Elementary School Teacher
- 1947-48 Graduate Assistant, Victoria University College Wellington, New Zealand

IV. . Professional Contributjons

A. Books

Our Street, Wellington: A.H. & A.W. Reed, 1950.

The Games of New Zealand Children, Berkeley; University of California Press, 1959.

Smitty Does a Bunk, Wellington: Price-Milburn, 1961.

Games: Models of Power, Roberts, J.M. and Sutton-Smith, B. contracted with McGraw-Hill.

Publications in Psychology:

Gump, P.V., Sutton-Smith, B., & Redl, F. Influence of camp Activities on Camper Behavior, 1955, Wayne State University Library.

Gump, P.V., & Sutton-Smith, B. Activity Settings and Social Interaction. Amer. J. of Orthopsychiatry, 1955, 25, 755-760.

Gump, P.V., & Sutton-Smith, B. The "It" Role in Children's Games. *The Group*, 1955, 17, 3-8.

Sutton-Smith, B., & Gump, P.V. Games and Status Experience. *Recreation*, 1955, 48, 172-174.

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Sutton-Smith, B. Play Settings and Social Interaction, *National Education*, 1956, Pts. 1 & 2, 13-15, 59-61.

Sutton-Smith, B. Some Notes on Camping (programming for disturbed children). New Zealand Education Dept., 1956, Mimeo, 58 pp.

Sutton-Smith, B., & Rosenberg, B. G. A Scale to Identify Impulsive Behavior in Children. J. genet. Psycho!, 1959, 95, 211-216.

Rosenberg, B.G., and Sutton-Smith, B. The Measurement of Masculinity and Femininity in Children. Child Development, 1959, 30, 373-380.

Rosenberg, B.G. & Sutton-Smith, B. A Revised Conception of Masculine-Feminine Differences in Play Activities. J. Genet. Psycho., 1960, 96, 165-170.

Sutton-Smith, B., & Rosenberg, B.G. Manifest anxiety and Games Preferences in Children. Child Developm., 1960, 31, 307-311.

Morgan, E., Rosenberg, B.G., & Sutton-Smith, B. Age changes in the Relationships between Anxiety and Achievement. *Child Developm.*, 1960, 31, 515-519.

Rosenberg, B.G., and Sutton--Smith, B., and Morgan, E. The use of opposite sex scales as a measure of psycho-sexual deviancy. J. consult. Psycho., 1961, Vol. 25, No. 3, 221-225.

Sutton-Smith, B., and Rosenberg, B.G. Impulsivity and sex preference. J. genet. Psycho., 1961, 98, 187-192.

Sutton-Smith, B., and Rosenberg, B.G. Impulsivity and Peer perception. *Merrill-Palmer*, 1961, 7, 233-238.

Sutton-Smith, B., and Rosenberg, B.G., and Morgan, E. Historical changes in the freedom with which children express themselves on personality inventories. J. genet. Psychol., 1961, 99, 309-315.

Sutton-Smith, B., and Rosenberg, B.G., and Morgan, E. The development of sex differences in play choices during pre-adolescence. Child. Developm., 1963, 34, 119-126.

Sutton-Smith, B., and Roberts, J.M. Game involvement in adults. J. Soc. Psychol., 1963, 60, 15-30.

Sutton-Smith, E., and Roberts, J.M. and Rosenberg, B.G. Sibling Association and role involvement. Merrill-Palmer, 1964, 10, 25-38.

Rosenberg, B.G., and Sutton-Smith, B. The relationship of ordinal position and sibling sex status to cognitive abilities. Psychon. Sci., 1964, 1, 81-82.

Sutton-Smith, B., and Roberts, J.M. Rubrics of competitive behavior. J. genet. Psychol., 1964, 105, 13-37.

Sutton-Smith, B. "The encounter by I. Goffman," Book Review. Amer. J. Psychol., 1964, 77, p. 347.

Sutton-Smith, B. Why children play. Education (J. of N.Z. Edn. Dept.), 1964, 13, 31-36.

Sutton-Smith, B. Play preference and play behavior: a validity study. Psychological Reports, 1964.

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Sutton-Smith, B. The Meeting of Maori and European Cultures and its effects upon the Unorganized Games of Maori Children. J. Polynesian Society, 1951, 60, 93-107.

Sutton-Smith, B. New Zealand Variants of the game Buck Buck. Folklore, 1952, 63, 329-333.

Sutton-Smith, B. The Fate of English Traditional Games in New Zealand. *Western Folklore*, 1952, 11, 250-253.

Sutton-Smith, B. The Traditional Games of New Zealand Children. *Folklore*, 1953, 12, 411-423.

Sutton-Smith, B. The Game Rhymes of New Zealand Children. *Western Folklore*, 1953, 12, 411-423.

Sutton-Smith, B. A Formal Analysis of Game Meaning. *Western Folklore*, 1959, 18, 13-24.

Sutton-Smith, B. Seasonal Games. *Western Folklore*, 1953, 12, 186-193.

Sutton-Smith, B. The Kissing Games of Adolescents in Ohio. *Midwestern Folklore*, 1959, 9, 189-211.

Sutton-Smith, B. Some Comments on the Class Diffusion of Children's Lore. *Midwestern Folklore*, 1959, 9, 225-228.

Sutton-Smith, B. The Cruel Joke Series. *Midwestern Folklore*, 1960, 10, 11-22.

Sutton-Smith, B. & Rosenberg, B.G. Sixty Years of Historical Change in the Games Preferences of American Children. *J. American Folklore*, 1961, 74, 17-46.

Sutton-Smith, B. cross-culture Study of Children's Games American Philosophical Society Year Book, 1961, 426-429. (Grant No. 2716, 1960.)

Roberts, John M. & Sutton-Smith, B. Child Training and Game Involvement, *Ethnology*, Vol. I, No. 2, 166-185.

Roberts, J.M., Sutton-Smith, B. & Kendon, A. Strategy in folktales and games. *J. soc. Psychol.*, 1963, 61, 185-199.

Publications in Education

Sutton-Smith, B. Our Street. *Education*, 1949, 2, 49-51. (Journal of New Zealand Educational Department.)

Sutton-Smith, B. That Boy Again. *National Education*, 1952, 34, 22-23.

Sutton-Smith, B. Jottings from London. National Education, 1952, 34, Pts. 1, 2, & 3, 249, 293-294, 352-353.

Sutton-Smith, B. What is a Junk Playground. National Education, 1952, 35, 8-9.

Sutton-Smith, B. A Postscript on Junk Playgrounds. National Education, 1952, 34, 398-399.

Sutton-Smith, B. Jottings from the U.S.A. National Education, 1953, 52-53.

Sutton-Smith, B. competitive Athletics in the U.S.A. National Education, 1953, 35, 289-291.

Sutton-Smith, B. creative writing. Elementary English, 1953, 30, 492, 499.

Sutton-Smith, B. The Last Frontier. National Education, 1954, 36, 134-135.

Sutton-Smith, B. Will Boys be Boys. National Education, 1954, 46, 389-391.

Sutton-Smith, B. On Being a Mere Teacher. National Education, 1956, 38, Pts. 1 & 2, 13-15, 59-61.

Sutton-Smith, B. some notes from the Study of Human Development. National Education, 1958, 40, 399-400.

Sutton-Smith, B. some notes from the Study of Human Development. National Education, 1959, 41, 57-58.

In Press

Sutton-Smith, B. What play tells you about children. Education, (Department of Education, New Zealand), 1963.

Sutton-Smith, B. Piaget on Play: A critique. Psychol. Review.

Sutton-Smith, B., and Rosenberg, B.G., Age changes in the effects of ordinal position on sex role. genet. Psychol.

Sutton-Smith, B. The information culture (chapter).
In, A. Webster, Ed. Where Now, Wellington, N Z.

- B. British Association for the Advancement of Science,
Section H: Anthropology, Belfast, Ireland, July, 1952.
(Traditional Games of New Zealand Children.)

Western Folklore Society, Berkeley, California, May,
1953. (Game Rhymes of New Zealand Children.)

Midwestern Folklore Society, Louisville, Kentucky,
April, 1954, (Formal Analysis of Game Meaning.)

American Psychological Association, New York, August,
1954. (Activity Settings and Social Interaction.)

Midwestern Psychological Association, Chicago, May,
1958. (Masculine-Feminine Changes in Play Preferences.)

Central States Anthropological Association. Bloomington,
Indiana, April, 1960. (Sixty Years of Change in Game
Preferences.)

Midwestern Psychological Association, St. Louis, May
1960. (Opposite Sex Scales as a Measure of Psychosexual
Deviancy.)

Society for Research in Child Development, University
Park, Pennsylvania, March, 1961. (Sex Role Changes in
Play Preferences.)

Midwestern Psychological Association, Chicago, May,
1961. (Age and Sex Changes in Anxiety.)

Michigan Historical Society, Detroit, October 1961.
(Historical Changes in Childrens Games.)

Midwestern Psychological Association, Chicago, May,
1962. (Ordinal Position and Sex Role Identification:
Group Administration of Bender-Gestalt.)

Society for Research in Child Development, Berkeley,
University of California, March, 1963. Symposium on
Sex Role Development.

Eastern Psychological Association, Philadelphia, April,
1964. Achievement and Strategic Competence. (Paper
accepted.)

v. Membership in Professional or Scholarly Societies

American Psychological Association, Membership Division
 7, Developmental Psychology
 American Folklore Society
 Midwestern Psychological Association
 Eastern Psychological Association
 Society for Research in Child Development
 A.A.U.P. (Secretary 1960-61; Vice-President 1961-62;
 President 1962-63; Bowling Green State University
 Chapter.)

VI. Special Honors or Awards

Senior Scholarship (undergraduate), Victoria University
 College, 1946.
 Habens Prize, Victoria University College, 1946.
 James Macintosh Scholarship, Victoria University College
 1946.
 Rhodes Scholarship Nominee, Victoria University College,
 New Zealand, 1947.
 Post Graduate Scholarship, University of New Zealand,
 1949-1950.
 Fulbright Research Fellow, 1952-1954.
 Smith-Mundt Fellow, Institute of Child Welfare,
 Berkeley, California, 1952-1953.
 Research Fellow, Family Study Center, University of
 Chicago, 1953.
 Research Associate, Grant M-550, U.S. Public Health,
 "Behavior Settings and Child Behavior," 1953-54,
 Wayne University, Detroit, Michigan, with Paul
 v. Gump, principal investigator.
 Research Grants from BGSU Scholarly Advancement Committee
 in 1958, 1959, 1960, 1961, 1962.
 Grant from American Philosophical Society and Penrose
 Fund, 1960, "Childrens' Games in Human Development."
 Consultant to John M. Roberts, Research Grant M-4161,
 1960-1962, and MH 04161-03 BS) ("Comparative
 Study of Codes and Models") 1962-1964.
 Co-Director with B.G. Rosenberg, BGSU: MH 07354,
 U.S. Public Health, 1962-1963 ("Ordinal Position").
 MH 07794-01, U.S. Public Health, 1963-64 ("Sibling
 Associations and Interactive Response Sets.")

VITA

I. Identifying Information

- A. John Everett Wenrick
- B. Bradford, Ohio October 6, 1906
- C. Married

II. Education Background

- A. B.A. Ohio State University 1928 English Major
- B. M.A. Ohio State University 1929 Psychology Major
- Ph.D. Ohio State University 1934 Exp. Psychology Major

III. Work History

- A. Professor of Psychology, Bowling Green State Univ.
- B. 1963-64 Leave of absence. Visited departments and laboratories at University of British Columbia; University of New Mexico; New Mexico State Univ.; Arizona State University; University of Arizona; University of Guadalajara, Mexico; National University of Mexico, Mexico City; University of California, Santa Barbara; University of Wash.
1962 California Western University
1958-59 Oregon College of Education
1957 Arizona State University and University of Wyoming
1953-54 University of Arkansas
1950 New Mexico State University
1948-59 Associate Professor of Psychology, Chairman of Psychology Department, BGSU
1941-46 American National Red Cross, Disaster Service
1936-41 Otterbein College, Professor of Psychology and Philosophy, Acting Dean
1936 Franklin University

IV. Professional Contributions

- A. Stimulation of Muscles in the Larynx, Archives Neerlandaises de Phinetique, Tome VI. 1931.
The Conundrum of the Conditioned Response, Psychological Review, 40, No. 6, 1933.
The validity of Examinations, Journal of Applied Psychology, 19, No. 5, 1935.
Some Effects of Partial Suprarenalectomy upon Learning in White Rats. Journal of Comparative Psychology, 21, 1935.
Further Study of Effects of Partial Suprarenalectomy upon Learning in White Rats. Journal of Comparative Psychology, 22, No. 3, 1936.

An Enigma of the Heredity-Environment Question, Journal of Menetic Psychology, 57, 1940.

Differential Susceptibility to seven Common Geometrical Illusions as a Function of Chronological Age.
Journal of Educational Psychology.

B. Affect of Partial suprarenalectomy upon Learning,
 Midwestern Psychological Association.
 Problems of Morale, Ohio Psychological Association.

V. . Membership in Professional or Scholarly Societies
 American Psychological Association, Finance Committee,
 American Association of State Board of Examiners.
 Midwest Psychological Association
 Ohio Psychological Association, Board of Directors,
 1956-59, Board of Examiners, 1959-62, Chairman 1962
 Northwest Ohio Psychological Association, past president
 Northwest Philosophical Association, past president
 Sigma Xi
 Psi Chi
 Pi Kappa Delta
 Alpha Psi Delta

VI. Special Honors and Awards
 "Who's Who in America"
 Who's Who in Midwest
 American Men of Science
 Faculty Research Grants 1961-1962

VITA

- I. Identifying Information
- A. James C. Wright
 - B. Greggs, Allegheny County, Pennsylvania January 4, 1913
 - C. Married
- II. Education Background
- A. B.A. Muskingum College, New Concord, Ohio, 1935
Majors in Psychology and Biology
 - B. M.A. Ohio State University 1945, Major in Clinical Psych.
Ph.D. Ohio State University, 1954
- III. A. Associate Professor of Psychology, Assistant Director,
Counseling Center, B.G.S.U. 1958 to present
- B. Assistant Professor of Psychology, Director, Psychology
Clinic 1947-56 B.G.S.U.
- Summer Employment, State Psychologist II, Toledo State
Hospital 1954, 55 and 1957,
Assistant Instructor, Ohio State University 1946-47
Teaching Graduate Assistant, Ohio State University
1943-45 Department of Psychology
Psychologist, Case Work Department, Western State
Penitentiary, Pittsburgh, Penn. 1942-43
Psychologist, Allegheny County Industrial and Training
School for Boys, Warrendale, Penn. 1940-42
Graduate Assistant in Psychology Department, Duke Univ.
1935-1936
Research Assistant, Department of Psychology, Duke Univ.
1936-38.
- IV. Professional Contributions
- V. . Membership in Professional or Scholarly
Societies American Psychological
Association,
American Personnel and Guidance Association
Ohio Psychological Association
Midwestern Psychological Association
- VI. Special Honors or Awards
- Pi Gamma Mu
 - Phi Delta Kappa

APPENDIX C

Suggested Distribution of Space
in a Proposed 50,000 Square
Feet Unit to be Constructed

By 1970

Classroom Space Needs

	students	Size	Sq. Ft.
4 General Psychology classrooms	50 each	28x28	3136
a) one way window 4 x 12		8	
b) blackboards in front of one way windows capable of vertical displacement			
c) speaker system			
d) closed circuit T.V.			
e) tiered seating			
f) tack board			
g) electrical outlets			
h) blinds			
2 Demonstration-Preparation- Control Rooms		15x20	600
2 Lecture Classrooms	125	30x50	3000
2 All Purpose Demonstration Classrooms		16x28	896
1 Statistics Classroom		16x28	448
4 Seminar Rooms		15x20	1200
	Sub-Total		9280

Work Space Needs

1 Woodworking Shop		15x20	300
1 Electronic Shop		10x15	150

	Size	Sq. Ft.
1 Metal Shop	10x15	150
1 Shop Stores	10x18	150
1 Photographic Dark Room	10x12	120
1 Drawing and Lettering Room	10x12	120
4 General Storage Rooms	10x12	480
1 Nursery-Playroom-Enclosed Play Yard		1200
	Sub-Total	2670

Laboratory and Research Needs

15 Lower Division Laboratory Cubicles	8x10	1200
1 Planning and Preparation Room	14x26	364
8 Graduate Research Cubicles	9x12	864
1 Planning and Preparation Room	14x26	364
	10x12	120
1 Graduate Research Storage Room		
	20x30	600
1 Statistics Laboratory		
	16x28	448
1 Group Dynamics Laboratory		
	14x28	392
1 Sensation and Perception Laboratory		
6 Learning and Motivation Laboratories	10x12	720
1 Planning and Preparation Room	16x28	448

	Size	Sq. Ft.
1 Graduate Physiological Laboratory	16x28	448
1 Undergraduate Physiological Laboratory	20x30	600
1 Planning Area	16x28	448
1 Electrode and Autoclave Room	8x10	80
1 Histology Room	8x10	80
1 Surgical Preparation Room	8x10	80
1 Sterile Surgey Room	8x10	80
1 Observation Gallery		280
4 Shielded Rooms	10x12	480
1 Sound Proof Room (anechoic)	10x12	120
1 Light Proof Room	10x12	120
10 Faculty Research Rooms	10x15	1500
2 Electronic Control Rooms	10x12	240
	Sub-Total	10,076
Animal Housing Needs		
2 Vivarium (Large Animals)	20x20	800
1 Vivarium (Small Animals)	15x25	375
1 Animal Isolation Room	10x12	120

	Size	Sq. Ft.
1 Animal Storage and Supply Room	10x15	150
1 Cage Cleaning Room	10x15	150
	Sub-Total	1595

Faculty Office and Secretary Space Needs

1 Chairman's Office	12x18	216
1 Secretaries' Office	12x18	216
1 Clerical Duplicating Space	12x18	216
1 Storage Room	12x15	180
25 Faculty Offices	10x12	3000
10 Teaching Assistant Offices (Two Occupants)	9x12	1080
1 Graduate Common Room	28x30	840
1 Faculty Conference Room	16x28	448
	Sub-Total	6196

All faculty offices to include the following:

- 1) chalkboard
- 2) tackboard
- 3) bookshelves
- 4) telephone
- 5) desk 30x60
- 6) swivel chair with arms
- 7) file cabinets, 5 drawer
- 8) chairs (2)
- 9) coat rack
- 10) Venetian blinds
- 11) outlets on each wall
- 12) waste basket

Clinical Facilities

1 Seminar Room		448
2 Group Therapy Rooms	16x28	896
14 Training Offices	9x12	1512
6 Examination Rooms		324
1 Playroom		288
1 Research Room	13x14	364
1 Conference Room		432
1 TV Seminar and Monitoring Room		432
1 TV Equipment and Film Room		144
Storage		216
	Sub-Total	5056
	Total Usable Square Feet	3473
	Plus 25% estimated for elevators, corridors, stairs, toilets, etc.	
	Equals	41591 sq.ft.

APPENDIX D

Consulting Report Prepared for
The Graduate School by Sherman Ross

A TRUE COPY

To: Dr. Lloyd A. Helms
Dean of the Graduate School
Bowling Green State University

May 11, 1964

Dr. Paul F. Leedy, Provost
Dr. Archie H. Jones, Dean of the College of Liberal Arts

From: Sherman Ross

Subj: Assessment of Proposal for PhD Program by the Department
of Psychology

1. The Background: It was my privilege to visit the University, to meet each of you and to confer with the members of the Department of Psychology. Before the visit I studied the detailed proposal, and the self-study report prepared for the North Central Association. The specific task was to examine the proposal critically from the viewpoint of the Administration and to determine its timeliness, merits, and weaknesses against the context of the further growth and development of the University.

As background for the analysis which follows I had to become as familiar as possible with the history, character and aspirations of the University and of the Department. I had to meet my colleagues in their work setting, examine the facilities, secure an estimate of how the Department is perceived and supported, and some sense of its problems and operations. I am sorry that I did not have a chance to meet and talk with students.

2. The Department: The central strengths of any program, in my opinion, are those of the individuals, who are the teaching,

researching and serving staff. An excellent group of productive, effective and energetic young psychologists have been assembled in the Department. They enjoy the full support of the Administration in most of the ways in which an administration can support a department. Current and planned facilities are adequate for the present undergraduate and master's program. They will have to be expanded and diversified greatly for PhD work.

More staff positions are being provided, and these should be utilized wisely to satisfy the following simultaneous needs: addition of senior professors experienced in PhD production, strengthening in social psychology, additional staff in industrial-personnel-counseling psychology, and further strengthening in physiological and general-experimental psychology.

Serious thought must be given to the problem of appropriate facilities for research and teaching in the proposed PhD program. In clinical psychology I refer to the need for improved practicum arrangements, which I believe may be available. The development of a psychological clinic, and arrangements for appropriate internships are still in the future. In the general-experimental program, further strength would be desirable. Such additions would require more and better developed laboratories to fit the research interests of the staff. The industrial program clearly is minimal, and must have additional personnel. I would urge that as counseling psychologists are added that "double-threat"

individuals can be located, who would be experts in aspects of vocational psychology and industrial studies of management selection and training. Further, major connections should be developed with the College of Business Administration in regard to joint appointments and development of University relationships with the business and industrial community.

The present strength in developmental psychology should certainly be capitalized upon in regard to the clinical program. First, this strength can become a visible, demarcating characteristic of the clinical program. Second, this strength can become a bridge into the history and reputation of the University, i.e., its role in professional education. School psychology, in particular, and psychological applications in education, in general, are under reconsideration nationally at this time. I would hope that the Department could utilize its University setting for a selected leadership role in this area of activity.

3. The Proposal: I have only a few remarks regarding the details of the proposal. First, I recognize the many, sequential review steps which must be accomplished before approval is granted to open the program. Second, the proposal is conservative, traditional (circa 1954), and does not reflect the exciting opportunity which exists, when a program is conceptualized and started. I am naive and enthusiastic enough to ask how are (or how will we be) different from, better than, etc., the other emerging PhD programs.

What will we as a department at Bowling Green stand for in psychology? I really believe this is an important point even down to the critical issues of "attracting" graduate students in the present vicious national competition. In this connection I may not be knowledgeable enough of the local and state factors relevant to the approval system. I do want to convey a mild sense of disappointment in the lack of venturesomeness of the proposal. In the final analysis the program is characterized by the faculty, the students and the setting.

I would like to offer some remarks on the present dangerous situation in the Department. There are a number of visible, productive and fine young men. These are the current strengths to which I have been referring, but in a sense these are the liabilities. In the present desperate recruiting for faculty they are candidates attractive to other universities. Their increased effort and productivity and new local opportunities will only make some of them attractive to other universities. Still, this is the risk all other emerging and developing institutions are taking. I am only stating one of the current aspects of modern higher education.

The Department has been given rather full and extensive support. This pattern will only increase in the future, and the Department will become the pace-setter in such aspects of the life of professors as: salary levels \$14-18,000 for the academic year for

full professors); work-loads (4-6 hours, mainly graduate); administrative relief (executive officer, deputy-chairmen); research activities (post-doctoral trainees, research associates, research assistants, proposal writing, managing, consulting, and committee-ing).

In my estimate the Administration has made an important decision to support, within its resources, the development of the Department of Psychology. I have tried to provide some estimates of what may occur in the next 3-5 years, and to offer some cautions. It is clear that psychology is growing widely in the universities over the country. The growth--at all educational levels--has a different shape in different institutional frameworks. In some the science is stressed. In some others PhD training is almost like professional training. While my colleagues are debating these issues nationally, your Department is embarking on the voyage.

4. The Decision: In my estimate the Administration has already made a commitment to psychology. If the PhD program is not approved, then the staff will leave for other universities, and the whole cycle will have to start over. Present gains will be lost. If the program is approved, new problems will emerge, and I have tried to sketch some of these briefly. It is both the responsibility and opportunity of administrative leadership to provide the best conditions under which these new problems unfold. There is enough

strength, promise and leadership in support of the proposal. The time appears to be ripe for this development. I share your optimism for the future of Bowling Green and I add my support--with the indicated cautions and suggestions--for securing the necessary approval.

5. Closing Comment: While the trip was hectic and the visit all too brief, I enjoyed the opportunity to see the University. I am impressed with its leadership, and I believe the Department of Psychology will develop and will make its contributions and be worthy of the investment and effort, if it undertakes doctoral level training.

Signed (Sherman Ross)