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# Department of Psychology: the Last 25 Years (1983-2008)

Jeffrey E. Holm  
*University of North Dakota*

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UNIVERSITY OF NORTH DAKOTA :: QUASQUICENTENNIAL :: DEPARTMENT HISTORY



UNIVERSITY OF NORTH DAKOTA  
1883-2008  
CELEBRATING 125 YEARS

DEPARTMENT OF PSYCHOLOGY:  
THE LAST 25 YEARS (1983-2008)



Jeffrey E. Holm, Ph.D.  
Professor of Psychology

## ***Preface***

This 25-year history of the Department of Psychology is not intended to stand alone, but rather to serve as an addendum to the previous history of the department written by Ralph Kolstoe in 1983 on the occasion of the centennial of the University of North Dakota. Dr. Kolstoe retired in 1990 after 33 years of service to this university, and his last three years corresponded to my first three years as an assistant professor at UND. Dr. Kolstoe's written history of the department and his personal stories from the department's past helped me understand and appreciate not only the university, but also the state of North Dakota and its people. Therefore, in greatest appreciation I would like to dedicate this addendum to Dr. Ralph Kolstoe. Thank you, Ralph, for your dedication to the Department of Psychology and the University of North Dakota, and for writing a wonderful department history to which I have the pleasure and honor of adding a recount of the events of the last 25 years (1983-2008).



Jeffrey E. Holm, Ph.D.  
Professor of Psychology

April 9, 2008

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### ***The Department of Psychology: 1983-2008***

In his *History of the Department of Psychology* (1983), Dr. Kolstoe begins by noting that the title of the department has been the same since its inception in 1921, but that the activities covered by that title have changed dramatically over time. This statement still rings true when considering just the past 25 years, for the paths the department has taken, while not always easily-traversed, have still followed a consistent direction that would be recognized by the various faculty members who have served it since its beginning in 1921.

In 1983, the department had recently moved into a newly renovated Corwin-Larimore Hall which contained the majority of the office and laboratory space occupied by the 15 faculty. The faculty was responsible for a growing number of undergraduate majors ( $N= 160$ ) as well as the clinical and experimental doctoral programs. Twenty-five years later in 2008, the department is still located in Corwin-Larimore, though the building did benefit from an interior face-lift in 1995 when many areas were re-plastered, re-painted, and/or re-carpeted. The building was also brought into the wireless age with the installation of a wireless network in 2005. Despite being located in the same surroundings, many other changes have occurred in the past 25 years. The number of faculty members has increased to 17 (see appendix A for a list of all individuals who have served as members of the department faculty between 1983 and 2008). The number of undergraduate majors has increased to 373 and the department has created a minor which brings approximately 120 more students into contact with the department's faculty. The department continues to administer the clinical and experimental graduate programs but has also added a master's of science in forensic psychology and has teamed with the University's Continuing Education Division to offer a master's of arts program in forensic psychology, much of which is delivered using web-based, distance-learning technology. The department's programs and activities have also been enhanced in many ways by the creation of its Indians in Psychology Doctoral Education (INPSYDE) program which began in 1992 and has developed into a nationally-recognized program for addressing Native American mental health needs and issues. The department also sponsors, organizes, and hosts an annual research conference (Northern Lights) that since its inception in 2001 has included several prominent national figures in psychology as keynote speakers. In the past 25 years, the department has been awarded its first, second, and third Chester Fritz Distinguished Professorships to Dr. James Antes, Dr. Thomas Petros, and Dr. F. Richard Ferraro, respectively. In 2008, the department also received the Fellows of the University Award for Departmental Excellence in Research, marking only the second time in its history that it has been so honored. Finally, several faculty and some programmatic divisions of the department are preparing to move into a new building that will be jointly occupied with faculty and programs from the School of Nursing.

In the following pages, these and other developments, activities, and accomplishments of the Department of Psychology faculty, staff, students, and alumni will be discussed and placed in context relevant to the department's past, its present, and its future. As a framework for concisely presenting this information, I have organized it into the following sections:

- Infrastructure Developments and Support Activities
- The Undergraduate Program
- The Graduate Programs
  - Clinical Psychology
  - General/Experimental Psychology
  - Forensic Psychology
- The Indians in Psychology Doctoral Education (INPSYDE) Program

### ***Infrastructure Developments and Support Activities***

Over much of its history the department faculty's activities have been constrained by inadequate operating budgets, poorly-designed classrooms, and a shortage of laboratory space and equipment. Low salaries have also been historically common and have led to difficulties recruiting and retaining faculty. In concluding his history of the department's first 100 years, Kolstoe (1983) noted that space was a problem and had been a problem for at least 25 years, and that Corwin-Larimore Hall into which the department moved in 1980 "seems to be both a delight and a curse (p.28)." He concluded that North Dakota has typically not had the economic resources to fund its universities at competitive levels, and that faculty turnover has been a reoccurring problem throughout the department's history. In fact, he notes that of the 72 different individuals who had held a full-time appointment in the department by 1983, only 1/3 had stayed longer than four years and only two of the faculty had ever retired from the department!

For much of the past 25 years, these same problems have plagued the department as evidenced by the fact that every annual report prepared by the chairperson of the department through the 1990s and into the new millennium have included comments such as the following:

- "faculty salaries continue to represent a major difficulty (1993/1994);"
- "the department has serious resource problems in a number of areas (1995/1996);"
- "these problems stem from a long history of underfunding and from the continual expectation that the same (or in some cases a lower) level of resources meet increasing demands (1997/1998);"
- "our ability to recruit qualified faculty to fill specific department needs has been an issue for several years (2000/2001);"
- "... Corwin-Larimore is antiquated...rooms less than ideal for instruction...no central air...the wiring in the building is not equipped to handle the necessary energy load...It would be in the long-term best interest of the university and department if a new home (preferably a new structure) could be found for the department (2002/2003);" and
- "this stagnation (referring to the operating budget) has been, is, and will continue to be a major hindrance to our ability to perform (2003/2004)."

In the past few years, however, some inroads have been made into these long-standing problems raising hopes that in the near future, at least some of the consequences of these problems may be ameliorated. In 2000 the department's operating budget was increased by 2.25% -- the first increase in several years. Since then the operating budget has increased by \$13,283 (approximately 7.2% annually) and is currently at \$36,136. Although the faculty believes the department is still underfunded and questions the equitability of the distribution of appropriated funds across departments and colleges, the current operating budget is still much improved over what has been the case for the department through much of its history.

Even more encouraging is the current construction of a new 30,000-square-foot building just to the west of Corwin-Larimore Hall. This building, funded by the National Institutes of Health, is a collaborative project between the School of Nursing and the Department of Psychology, and will house a variety of researchers from both Psychology and Nursing. It will be called the Northern Plains Center for Behavioral Research, and will have office and laboratory space for several members of the Psychology faculty. In addition, the School of Nursing's Recruitment of American Indians in Nursing (RAIN) program and the Department of Psychology's Indians in Psychology Doctoral Education (INPSYDE) program will also relocate their offices, staff, and program facilities into the new building. It is anticipated that the construction will be completed on the new building by the end of 2008 and its presence should not only benefit those faculty

members relocating, but also the faculty members remaining in Corwin-Larimore as both office and laboratory space should be more available.

Another trend that seems to be emerging concerns improving faculty salaries and the related matters of faculty recruitment and retention. Although department faculty salaries continue to lag behind those in peer institutions in the region, the university has undertaken a concerted effort to improve the situation. For example, between 1993 and 1999 the average annual salary increase of a full professor at the university was 2.7%, an associate professor received an average annual increase of 2.69%, and an assistant professor averaged a 2.37% annual salary increase; however, average annual salary increases to date since 2000 have been 4.76% for full professors, 4.63% for associate professors, and 4.95% for assistant professors. The university administration continues to be committed to reducing salary disparities between university faculty members and their peers at other regional institutions as evidenced by Dean Martha Potvin's (College of Arts and Sciences) announcement that she intends to ensure that full professors in the college are at 89% of the national median salary in the upcoming fiscal year 2008. These salary increases and the administration's commitment to continuing to prioritize faculty salary concerns may also have played a role in another recent upward trend concerning the department's infrastructure.

Faculty recruitment and retention have been long-standing problems in the department and these problems continued through the 1980's and the 1990's, but there is some suggestion in the past 10 years that these problems may have lessened. In the past 25 years, 24 faculty members were hired in tenure-track lines and 13 are still in the department (another is still at the university, but in a different unit). Since 1999, however, 11 faculty members have started in the department and only 1 has left for another position (another was not reappointed). Another way of looking at these data is to consider the number of years faculty members spend at the university. Kolstoe (1983), in his history of the department, reports that 68% of faculty members were at the university fewer than five years, 54% fewer than four years, and 22% fewer than two years. Corresponding figures from the past 25 years suggest a more stable period than any other in the department's history as only 26% of the faculty served fewer than five years, 15% fewer than four years, and 6% fewer than two years (see Appendix B). This reduction in faculty turnover has clearly provided greater continuity and stability in the department, and both the department and its faculty seem to have profited. A corresponding stability has also been evident in the department chair position, as only three individuals have been elected to this position in the past 25 years. Appendix C contains a table of those individuals who have served in administrative positions in the department between 1983--2008.

In 1970, the department grew from 13 to 15 full-time, tenure track faculty positions and remained at that number for over 30 years, despite large increases in psychology enrollments over this time period. Faculty members grew increasingly frustrated with this inability of the administration to add more faculty lines as they watched the number of psychology majors more than double, the psychology minor become one of the most popular on campus, the department's doctoral programs account for a large percentage of the Ph.D.s granted by the university, and the credit hours generated from psychology courses are consistently near the top of all university departments. Virtually every Department of Psychology annual report from the mid-1980s through the 1990s makes it clear that the department's faculty was stretched intolerably thin and unable to keep up with the demands of the ever-growing student enrollment. Finally, in 2003 the university administration added a faculty line in psychology allowing the department to expand, and then again in 2005 added another faculty line because of the new graduate programs in forensics. The department currently has 17 tenure-track lines and benefits from an additional temporary instructor position. As shown in Appendix B, the full-time

department faculty is currently comprised of one lecturer, seven assistant professors, one associate professor, and nine full professors. All tenure-track faculty members currently contribute to the undergraduate program and the graduate programs, eight comprise the clinical program's faculty, nine comprise the experimental program's faculty, and four comprise the forensic program's faculty.

To contribute to the dissemination of locally- and regionally-conducted scholarship in the behavioral sciences, the department hosts the Northern Lights Conference. Dr. Doug Peters, with the encouragement and assistance of other professors, began this conference in 2001 as the Frozen Tundra Autumn Psychology Conference, but after the first year the name was changed to the Northern Lights Conference. Keynote speakers have included Drs. Pat DeLeon, Philip Zimbardo, Ronald Levant, Albert Bandura, Frank Farley, and James Flynn. Over the years researchers from many universities and colleges in the region have attended and presented their work. The department has also used the conference as a means of recognizing the scholarship of its alumni by presenting an annual Distinguished Alumni Award. Table 1 shows the winners of this award and their institutional affiliations.

Table 1.

Department of Psychology Distinguished Alumni Award Honorees

	Year	Institutional Affiliation
Dr. James Penland	2001	USDA Human Nutrition Laboratory, ND
Dr. Barbara Arneson Yutrzenka	2002	University of South Dakota, SD
Dr. Douglas Knowlton	2003	Dakota State University, SD
Dr. William Friedrich	2004	Mayo Clinic, MN
Dr. Marc Haut	2005	West Virginia School of Medicine, WV
Dr. Dwight Harshbarger	2006	Cambridge Center for Behavioral Studies, MA
Dr. Greg Lamberty	2007	Noran Neurological Clinic, MN

Finally, when discussing the important elements that have supported the department and been critical for its growth and development, one cannot ignore the importance of the people that have served and supported the faculty's activities over the years. The department has been blessed with a loyal, dedicated, and skillful staff over the past 25 years. For almost 20 years, Ruth Smith helped guide the department and smooth the way for the faculty to do their jobs effectively without hindrance. Annette Reider also served the department for almost 20 years as the secretary at the Psychological Services Center. Since Ms. Smith retired in 1987 and Ms. Reider's position was eliminated by the college in 1998, the department has been fortunate to have had several capable people provide administrative support; although none have yet stayed with the department for as long as Ruth Smith and Annette Reider did, they all have contributed their talents to helping the department prosper. Currently, Pam Bethke is the department's Administrative Assistant and Lauri Hanson is the department's Administrative Secretary. Appendix D contains all of the support personnel that have been members of the department since 1983.



### ***The Undergraduate Psychology Program***

Undergraduate education accounts for a large percentage of the faculty's time and effort. In 2007/2008 the Department of Psychology generated the second largest number of undergraduate credit hours of any department at the university; in fact, it generated more undergraduate credit hours than four of the university's college/schools! The department's commitment to undergraduate education is evident in the three separate, but overlapping, areas of general education, service to other departments and their majors, and the administration of the psychology major and minor. The department recognized the importance of organizing and coordinating its efforts in this area by creating an Undergraduate Program Director position in 1999. This position is a three-year term elected by the full faculty, as are all the administrative positions in the department. Dr. Jim Antes has served in this position since its inception and has worked closely with the department curriculum committee to maintain and enhance our undergraduate program.

The department participates in the general education mission of the university (soon to be referred to as Essential Studies) through the social science, mathematics, science, and technology areas. Several psychology courses meet the requirements established by the University for General Education (e.g., Introduction to Psychology, Developmental Psychology, Abnormal Psychology, Introduction to Personality, Social Psychology, and Introduction to Statistics). In these courses most undergraduates are introduced for the first time to psychological science, and for some it will be their only exposure to psychology. The faculty recognizes the value of these courses to undergraduate education in general, as well as their importance in attracting students to the psychology major and minor.

The department also provides a service to a variety of other departments by making courses available that fulfill their major/program requirements. For example, majors in as diverse departments/programs as exercise science, aviation, nursing, marketing, athletic training, and nutrition and dietetics require various psychology courses as supplements to their curricula for their majors. Although difficult to quantify, these demands upon the Department's courses are large and at times have led to imposing restrictions in some courses (e.g., statistics and research methods) to protect the ability of psychology majors to progress in a timely fashion through their major requirements. Despite these occasional enrollment pressures, faculty members do seem to appreciate the diversity that students from other majors bring to their courses, and they do value the contributions we are able to make to the teaching missions of these other departments/programs.

The department faculty is heavily invested and immensely proud of our undergraduate program. In 1983, when Kolstoe completed his 100-year history of the Department, there were 160 undergraduate psychology majors and the psychology minor did not yet exist. In 1995 the number of undergraduate majors peaked at 400 and since then has never fallen below 350--currently there are approximately 375 undergraduate psychology majors at the university. In addition, the department began offering a minor in 1989 and it quickly became, and has remained, the most popular minor at the University. The most recent report from the university shows that 431 undergraduates with minors in psychology graduated between 2000 and 2004--over 150 more than the next largest minor (mathematics). Clearly, the undergraduate psychology major and minor are popular options and the department faculty has worked hard to improve the undergraduate program's curriculum in recent years.

Several changes to the curriculum have occurred in the past 25 years. In the 1989 internal evaluation of the undergraduate program, the following deficiencies were noted: (a) a lack of hands-on experiences in experimental and research-oriented courses, (b) sparse course

offerings in more specialized topics in psychology, (c) the absence of supervised field experiences in relevant businesses and agencies, and (d) the need for administrative support in the form of a Director of the Undergraduate Program. Although in some cases it has taken several years, each of these deficiencies has now been addressed and, to various degrees, concerns about each have been alleviated.

For several years, the department faculty has wrestled with the issues of creating and implementing a senior-level, capstone course. In 1991, department faculty started to discuss the need for a capstone-type experience for our majors in response to a North Central evaluation that was part of UND's accreditation process. This internal dialog has ebbed and flowed over the years but has never disappeared from the department agenda for very long. As part of this process, the faculty initially decided to require its majors to take the Major Field Test in Psychology offered by the Educational Testing Service and to submit written work reflecting analysis and critical thinking skills. The Major Field Test in Psychology is designed to measure basic knowledge and understanding in several broad areas of psychological science, and national comparative data permit assessment of a program's standing relative to other psychology departments. In 1992, department faculty provisionally-approved a one-credit senior seminar course that would include several faculty presentations, the ETS test, and student papers. The course would first be voluntary, but the intention was that it would eventually become a requirement for the major. In 1995, department faculty approved a plan that would offer senior seminar each semester and would include the additional requirements of completing the ETS exam (Major Field Test in Psychology) and attendance at three department colloquia. In 1998, department faculty agreed to offer three sections of senior seminar each semester. These sections would be restricted to senior psychology majors and kept small ( $N < 20$ ) to facilitate discussion. They also would be changed from S/U grading to a letter grade. It was also agreed that students completing a senior honors thesis would be exempt from the course requirement but would still be required to take the Major Field Test in Psychology. In 2003, department faculty agreed that the existing History and Systems course was a sufficient capstone experience and that the Senior Seminar course was superfluous and should be eliminated. As part of this change, the faculty decided to retain the assessment of student learning component, but to shift its implementation to the history and systems course and to use the Area Concentration Achievement Test as the assessment instrument instead of the Major Field Test in Psychology.

Other important decisions by the department faculty that have directly affected the undergraduate program in the past 25 years have included the following changes:

- area emphases that guide and concentrate student learning experiences;
- increasing the number of hours required for the psychology major;
- more hands-on experiences for undergraduates;
- an undergraduate director position;
- a department seminar for new graduate teaching assistants;
- undergraduate awards recognizing undergraduates for research activities, service activities, and overall achievement; and
- a required orientation to the major course.

Content area emphases were first considered by the department faculty in 1994 as part of a proposed change to the psychology major requirements. Although the faculty eventually decided not to incorporate content emphases into the major requirements, they did endorse using them as guides for helping undergraduate students decide which courses to take based on their career interests. In 2000, the department faculty decided to allow students to declare

one or more emphases, to award students with certificates for completing an emphasis, and to include the following emphases in the university catalog: Educational Psychology; Psychology of Human Development; Biological and Physiological Psychology; Social and Cultural Psychology; and Clinical Science.

For many years the undergraduate psychology major required the completion of 30 semester credit hours. After discussion and some background exploration and research, department faculty decided in the 1998 fall semester to change the number of semester credit hours required for the undergraduate major from 30 to 36.

A survey of department faculty in 1996 found consensus for developing more “hands-on” experiences for undergraduate psychology majors. In the following few years, the department faculty discussed implementing more experiential learning opportunities in both existing academic courses and in extra-departmental “real-world” opportunities. In 2001, the faculty decided to extend several of its courses from three to four credits and include a laboratory experience to engage students in content-specific applied projects. These courses included Motivation and Emotion, Perception, Psychology of Learning, Cognitive Psychology, Psychophysiology, and Physiological Psychology. In the next few years, the department faculty worked hard to ensure adequate computer and other laboratory equipment and space to facilitate the successful addition of experiential experiences to these courses. At the same time, the department faculty also agreed to a proposal to establish two new course offerings that would enhance undergraduate students’ applied experiences in psychology. The first of these, Cooperative Education, is a practical work experience associated with the student’s academic area of psychology which is arranged by mutual agreement among student, department and employer. This course is managed through the University’s Cooperative Education office. The second course developed, Practical Experiences in Psychology, permits practical experiences supervised by individual faculty members in the Department of Psychology and is run independent of the Cooperative Education office. The purpose of both these courses is to provide psychology majors with course credit for “real-world” experiences that are pertinent to their academic studies.

Early in the 1999/2000 academic year, department faculty began discussing the creation of an administrative position to oversee the department’s undergraduate mission and activities. These discussions focused on the importance of a greater commitment to undergraduate curriculum development and program assessment, student advisement issues, resource exploration and development, instructional consultation, and increasing communication between undergraduates and the department faculty. It was decided that a Director of Undergraduate Programs would be nominated and elected in the same manner as other administrative positions in the department. Dr. James Antes was elected in November 1999 to serve in this newly-created position. He has been nominated and re-elected at the end of each of his two terms; therefore, he has been the only faculty member ever to serve as the Director of Undergraduate Programs.

As part of its commitment to enhancing undergraduate experiences in psychology courses, department faculty agreed that the Director of Undergraduate Programs should establish a seminar for new graduate teaching assistants. This seminar began fall semester 2001 and has been offered every fall semester since for the purpose of improving the quality of services provided by teaching assistants in the department’s undergraduate courses. The seminar covers a variety of important topics about teaching resources, strategies, and techniques. It also allows teaching assistants a forum for discussing their problems and concerns.

The Department of Psychology took another step toward raising the visibility of its undergraduate program in 2002 by establishing three awards honoring its undergraduate students. Although the Department of Psychology had always had as much, or more, contact with undergraduate students as any department at the university, it had never publicly recognized the achievements of its many majors. Department faculty decided to annually recognize an outstanding undergraduate student as well as outstanding achievements on the part of undergraduate students, specifically in the areas of research and service. Students who have been honored in these three areas are listed in table 2.

Table 2.

Department of Psychology Undergraduate Award Honorees

Year	Research Award	Service Award	Outstanding Student
2002	Grant Bauste	Casey McDougall	Holly Dannewitz
2003	Kristi Sather	Seth Christman	Seth Christman
2004	Jessica Hoffman	Carrie Brower	Jessica Hoffman
2005	Megan Sturdevant	Holly Rusinko	Rachel Moericke
2006	Karla Fehr	Daniel Johnson	Karla Fehr
2007	Matthew Arsenault	Ashley Painter	Ashley Painter

Finally, the most recent changes in the undergraduate program stem from work in the areas of enhancing course, program, and career advising activities. In 2005, following a recommendation made by an outside consultant brought in to help address advising issues, the department faculty created Orientation to the Major, a required one-credit course. The purpose of this course is to introduce students to the variety of careers that are available to those majoring in psychology, and to ensure that students are aware of how to prepare for such careers through coursework and other valuable experiences such as research assistantships and applied experiences in the field.

### ***The Graduate Psychology Programs***

According to Kolstoe (1983), the first doctorates in psychology were awarded in the early 1930's; however, the roots of the department's current doctoral programs can be traced to developments in the 1950's. In the 1950's graduate study in psychology and related fields bloomed at the university, and by 1961, the department was responsible for five doctoral programs (clinical psychology, counseling psychology, educational psychology, general/experimental psychology, and counseling and guidance) and two master's programs (general psychology, and counseling and guidance). In the 1960's the counseling and guidance faculty left the department to form the Department of Counseling (changed to the Department of Counseling Psychology in 2006) and the remaining department faculty focused their efforts on the clinical and general/experimental doctoral programs. The clinical program was approved by the American Psychological Association in 1969 and since that time has been the prominent graduate program in the department in terms of student enrollment and allocation of resources. However, the two new master's programs in forensic psychology the department began in 2006 have increased student enrollment dramatically, quickly becoming an important aspect of the department's graduate mission.

***The Clinical Psychology Program.*** According to Kolstoe (1983), the clinical program began in 1954 as a joint program with the State Hospital in Jamestown. Students completed two years of basic academic study in psychology on campus, followed by two years of practicum experiences at the State Hospital. In 1957, the program was redesigned and moved entirely to the university campus. Although many changes have occurred since this move, the basic framework created in 1957 can still be recognized within the current program.

The clinical program prepares students to function as scientist-practitioners in a variety of employment settings. The program faculty encourages students to seek careers which support the application of behavioral science in the delivery of psychological services. Although the program has the flexibility for students to tailor their training toward careers emphasizing either the science or practice of psychology, the faculty emphasizes integrating science and practice as the defining feature of the program's training model.

Over the past 25 years several decisions and events have directly or indirectly impacted the structure, content, and/or implementation of the clinical program. Interestingly, the impact of some that initially seemed quite likely to have a major impact on the program have faded over time, such as the proposed collaborative efforts in training with North Dakota State University in the mid 1990's. Others that started as small efforts by only a few faculty members have developed into important parts of the program, such as the Indians in Psychology Doctoral Education program (see below for a full discussion of this program). Other changes that have had important effects on the program in the past 25 years include the following:

- program administrator transitions,
- changes related to supervising students' clinical experiences at the program's training clinic (the Psychological Services Center),
- changes in the process by which students are admitted to the program, and
- changes in the number and expertise of program faculty.

Transitions in program leadership played a large role in the first 15 years of this recent 25-year era. The era began when long-time Director of Clinical Training, Dr. John Noll, retired in 1986. Dr. Sheila Dietz was hired to replace him, but after one three-year term she was not reappointed. Dr. Alan King, who had only been in the department for two years and was still an assistant professor, stepped in to serve after none of the senior program faculty proved to be

viable candidates. After completing his three-year term, Dr. King stepped down in 1992 and Dr. Jeffrey Holm was elected to the position. Therefore, over seven years, the program's primary administrative position was filled by four different faculty members. These changes in leadership, and especially the consequences associated with Dr. Dietz's failure to be reappointed, created turmoil from which the program suffered. During this time, 50% of the program faculty left and the remaining faculty struggled simply to maintain the program. Several years later, in 1999, Dr. Holm and Dr. King were both nominated for the DCT position and this transition also created some tension as neither were able to capture the 2/3 majority vote required by the department by-laws. Eventually, the by-laws were set aside and Dr. King was elected to the position based on a majority of the department vote. Although some turmoil surrounded this transition, it dissipated much more quickly without the long-term effects that characterized the earlier transition in leadership. Since resuming DCT duties in 1999, Dr. King has served continuously to the present date and the program has benefited from stability in its leadership. One benefit of the difficulties surrounding the Dietz/King transition was the creation of an Ombudsperson position in the department. The purpose of this position is to be a resource for students concerned about their functioning within the Psychology Department and to help students arrive at satisfactory solutions to their concerns. Dr. James Antes has served in this position since its creation in 1991.

For many of the past 25 years, the clinical program has discussed how best to structure the department's training clinic, the Psychological Services Center (PSC). For many years, Dr. John Tyler served as the director of PSC under a model in which students received extensive therapy supervision, i.e., an hour of supervision for every hour of therapy. Unfortunately, a consequence of this model was that students saw relatively few clients under direct faculty supervision at PSC. The bulk of students' clinical experiences occurred in community settings under the supervision of adjunct clinical faculty. In addition, supervision at PSC was not considered by the department to be a part of faculty members' teaching efforts and load. As part of an attempt to increase the number of clinical hours students generate at PSC, to make PSC supervision more cost-effective and to equate it to teaching responsibilities, the clinical program moved to a team supervision concept in 1988, but strengthened it even further in 1995. In 1996, after a few years of discussion, the department faculty agreed that a semester of supervising a team of students at PSC equaled ½ of a course in terms of teaching load. Although these changes were successful in some ways, the primary issue of students not generating enough clinical hours at PSC remained. In 1998 Dr. Andrea Zevenbergen assumed the PSC directorship and attempted to increase student caseloads by attracting new clients. She also explored establishing service contracts through PSC as a means of developing alternate revenue streams. Dr. Zevenbergen had some success, most notably in securing a contract with Head Start, but left the program and the university in 2001. From 2001 to 2007, the program experimented with a different administrative structure for PSC. Dr. Margo Adams Larsen was hired as a part-time director in a non-tenure-track faculty line. This marked the first time that a PSC Director's only responsibilities in the department were administering PSC and providing supervision to a team of clinical students. Dr. Adams Larsen was fairly successful, in part helped by a training grant Dr. King received that permitted PSC to provide clinical services at no cost. This training grant also allowed the program to expand Dr. Adams Larsen's involvement to a full-time position. In 2007 with the training grant completed, the program once again had to consider alternatives for administering the training clinic. In his role as DCT, Dr. King assumed directorship of the PSC, but with the aid of an assistant director, Dr. Joseph Miller as well as secretarial help from clinical graduate students. Recently, Dr. Miller has developed a proposal for moving the PSC to a new building designed and built specifically for providing clinical health services. Moreover, the proposal innovatively seeks to combine forces with private practitioners (faculty members and others) to help fund such a building. The one

constant that has always hindered PSC's growth, no matter the administrative model of the day, is its poor location and accessibility. In the mid-1990's, Dr. Holm tried unsuccessfully at two different times to get the university's administration to move PSC to more accessible locations in buildings with other health care services. Although it is too early to tell whether the program will be successful at relocating the PSC this time, it seems obvious that a more attractive, accessible, and noticeable location would go a long way toward making the clinic a more successful part of the program.

There are 44 students currently enrolled in the clinical program, and in the last 25 years 187 students have received their Ph.D. in clinical psychology (see Appendix E). For the past several years, the number of applicants to the clinical program as hovered between 75 and 100 and the program has generally admitted 6 to 8 new students annually (1 or 2 of whom are admitted through the INPSYDE program). In 1993, the department began holding an open house weekend as a means of recruiting those students who had already received an offer or were a top alternate. After a few years the department decided to hold the open house weekend prior to making offers of admission and to include a personal interview (phone interviews were, and still are, done for those who are unable to attend). The personal interview is not assigned points, but rather is used to simply exclude the rare candidate judged as unsuitable. In addition, following some lively discussions among department faculty regarding the role (if any) faculty members' preferences should play in the admissions process, it was decided to allow faculty to award preference points to those candidates judged most qualified after consideration of their submitted application materials (i.e., students making the short-lists for the various graduate programs). It was also decided that no student would be admitted to any graduate program unless he or she had a faculty member sponsor (i.e., willing to work with her/him). These changes have clearly moved the department toward more of a mentorship model of training, but the current status is probably best characterized as a compromise between models in which individual faculty members directly select students for admission and models in which students are selected without reference to faculty expertise, productivity, or preference. The department faculty generally seem satisfied with the current approach to graduate admissions.

According to Kolstoe (1983), the first clinical faculty member in the department was Dr. Wallace Smith (1952-1956), but after he left this number increased to three with the arrival of Dr. Robert Rosenthal in 1957, Dr. Kenneth Heller in 1959, and Dr. Jerome Sattler in 1961. The number of core faculty in the clinical program remained at three until 1970 when a fourth line was added. In the 1970's, two more clinical faculty lines were added, and in fact for a brief time (1975-1978), the department consisted of seven clinical faculty members. For much of the 1980's and 1990's the program remained fixed at six core faculty lines. In 1995, in response to the growth of the INPSYDE program and other related issues, the department decided to increase the number of core clinical faculty members to seven at the expense of the General/Experimental program. Then in the past few years the program has been able to add yet another core faculty member as the department gained additional faculty lines because of enrollment increases and the development of the forensic graduate programs (see Appendix B).

***The General/Experimental Psychology Program.*** As Kolstoe (1983) completed his 100-year history of the department, he noted that the General/Experimental Ph.D. program only had two enrolled students, "hardly a sufficient number to justify the title program (p. 25)." The General/Experimental program certainly has struggled at times over the past 25 years to maintain a sufficient number of enrolled students, and at times its viability has been questioned by various university committees and/or administrators. The program's focus and purpose has also occasionally been an issue among the faculty and played a role in the decision to shorten its name to just Experimental in 1976. This change was short-lived, however, and the name

was changed back to General/Experimental in 1984 to better reflect the diversity of faculty and student interests housed within the program (e.g., developmental, cognitive, social). Despite occasional concerns about focus and continued enrollment struggles, the program has endured and currently has six enrolled students. In the past 25 years, 17 students have graduated with a Ph.D. from the program and have taken positions within medical schools, universities, and liberal arts colleges. In 1994, the department established a Teaching Track (now referred to as the Instructional Skills Training Track) to help prepare graduate students, particularly those in the general/experimental program, to be effective collegiate teachers. The Instructional Skills Training Track consists of two content courses (Psyc 501 – Psychological Foundations of Education, and CTL 539 – Seminar in Higher Education: College Teaching), a supervised teaching experience (Psyc 594 – Teaching Practice), and a compensated teaching placement.

Some indication of the department faculty's desire to maintain and enhance the General/Experimental program is evident in the recent creation (April, 2000) and approval of a Director of Experimental Program administrative position. Dr. Thomas Petros first served in this position, but he stepped down in 2003 and since that time Dr. F. Richard Ferraro has fulfilled the responsibilities of the directorship of the program. Appendix B shows those faculty members currently comprising the program's core faculty.

***The Forensic Psychology Program.*** The forensic psychology program is the newest addition to the department's roster of graduate programs, and is unique in that its core faculty members are also core faculty for the other two more established graduate programs. In 2006, the department began two master's degree programs in forensic psychology. The master's of science degree is a traditional, on-campus program for the purpose of educating entry-level professionals for jobs in agencies and institutions such as prisons, juvenile facilities, social service agencies, police departments, probation, parole, family court, addiction services, hospitals, and community mental health centers. The M.S. degree in forensic psychology requires the completion of 44 credit hours, including a thesis, and hence is designed to facilitate students' advancement to doctoral programs in forensic psychology, forensic science, and law school. There are currently four students enrolled in this program and the first graduates are expected in August 2009. The master's of arts degree is a cooperative endeavor between the department and the university's Division of Continuing Education. It represents a new foray for the department into the delivery of an entire graduate program via web-based technology. This program requires 34 credit hours and is the first forensic psychology degree offered online by a nationally recognized, fully accredited university. Students in the program are typically working professionals who are looking to further their career by applying psychology to their work involving forensic issues. There are currently 50 students enrolled in this program and the first graduates are expected in August 2008. Four members of the department faculty are core faculty in the forensic graduate program (see Appendix B) and Dr. Douglas Peters has served as the Director of the Forensic Program since its inception.



### ***The Indians in Psychology Doctoral Education Program (INPSYDE)***

The goals of the INPSYDE program are to: a) increase the number of American Indians with doctoral degrees in psychology; and, b) enhance the cross-cultural understanding and competence of non-Indians working in American Indian communities. The INPSYDE Program addresses four major problem areas:

- Too few mental health professionals in American Indian communities,
- Too few American Indian mental health professionals,
- Substandard availability of quality mental health services in American Indian communities within the immediate five-state area,
- Insufficient cross-cultural training in mainstream psychology.

Given these areas, the INPSYDE Program objectives are to:

- increase awareness of, interest in, and motivation for training and careers in mental health at all levels;
- build and maintain affiliations between tribal colleges, reservation high schools, IHS service units and the University of North Dakota;
- recruit American Indian students in psychology undergraduate and graduate programs;
- provide academic, administrative, personal, and cultural support to assist in successful academic and career achievement;
- provide psychological services to underserved American Indian communities

The Psychology Department at UND currently dedicates two slots each year to incoming American Indian graduate students (enrolled in or descended from a federally-recognized tribe). The INPSYDE Program provides services including academic assistance, financial assistance when possible, career preparation and support, personal support, and social/cultural support to American Indian undergraduate and graduate students. These services are available from INPSYDE or through cooperative agreements with other American Indian support programs at the university. In addition, the INPSYDE office helps the department develop guidelines that will aid in the selection and retention of qualified American Indian students.

The INPSYDE Program developed over the course of about five years. The first step can be traced back to 1989 when Dr. Art McDonald contacted Dr. Sheila Dietz, Director of Clinical Training at the time, about a placement he was establishing at Dull Knife Memorial College where he was the president. His concept was to bring students from clinical training programs to Lame Deer, Montana, on the Northern Cheyenne reservation for a training experience in a rural American Indian community. He had already had students from other programs there teaching courses and providing clinical services to students at Dull Knife Memorial College. Unfortunately, the clinical program was in the midst of the difficult transition that surrounded Dr. Dietz's not being reappointed, and his concept was not adequately explained to the department faculty. Nonetheless, a clinical student working with Dr. Dietz, Martine Mizwa, did complete the Dull Knife placement.

Dr. McDonald pursued arrangements with other schools to further develop and strengthen his concept, and when visiting the University of North Dakota for another purpose in 1991 he met with Drs. Mark Grabe and Jeffrey Holm. Subsequently, one of Dr. Holm's students, Barbara Bowman, decided to complete the Dull Knife placement from 6/1991 to 12/1991. In October 1991, Drs. Holm and Grabe along with new faculty member Dr. Lois Veltum and a graduate student (Ray List, who would eventually complete the placement), traveled to Lame Deer to meet with Dr. McDonald and observe first-hand the training experiences available. Drs. Grabe,

Holm, and Veltum were impressed with the available training experiences and also with Dr. McDonald's ideas for increasing the number of American Indian psychologists.

In early 1992, Drs. Grabe, Holm, and McDonald met with University President, Dr. Tom Clifford to discuss the Dull Knife placement and the establishment of a program to increase the number of American Indian psychologists. This program, referred to by Holm as Indians in Psychology Doctoral Education (INPSYDE)<sup>1</sup> was approved by the clinical program faculty just prior to Dr. McDonald's February 1992 visit. Dr. Clifford showed his support for the Dull Knife placement and the INPSYDE program by pledging \$50,000 to support the hiring of a new faculty member who would supervise and further develop the UND-Dull Knife placement. A few months later two significant events occurred that helped set INPSYDE on the track to where it is today—the preeminent program for educating American Indian psychologists. The first of these events was the hiring of Dr. J. Douglas McDonald to supervise the Dull Knife placement and to assist in the development of the INPSYDE program. Dr. J.D. McDonald, the son of Dr. A. McDonald, had greatly influenced his father's ideas and activities, and was now, after completing his doctoral studies, in a position to further develop these ideas and bring them to fruition. The second event was the American Psychological Association's decision to recommend INPSYDE to Senator Daniel Inouye (Hawaii) who was seeking to secure funding for a program dedicated to increasing the number of American Indian psychologists.

In October 1992, the Indian Health Care Improvement Act was passed and included the creation of the INPSYDE program at UND as part of the Quentin N. Burdick Indian Health Programs along with the existing Indians in Medicine (INMED) and the Recruitment/Retention of American Indians in Nursing (RAIN) programs. Funding from the Indian Health Service was slower to come, however. In the meantime, Dean Bernard O'Kelly (College of Arts & Sciences) and the new President, Dr. Kendall Baker, provided funds for maintaining Dr. J.D. McDonald at Dull Knife and for supporting the temporary addition of Dr. Dan Foster to the clinical program faculty. Dr. Foster was an American Indian psychologist who had moved to Grand Forks to join his significant other, Dr. Rebecca Crawford. Dr. Crawford, also an American Indian psychologist, had been part-time in the department for two years. Some Federal support did arrive in early 1993 in the form of a NIH training grant Dr. Holm received that would support the first two INPSYDE students, Stephanie Allard and Jessica Gourneau, beginning in the 1993/1994 academic year.

In 1994, Dr. J.D. McDonald was hired into a tenure-track line and left Dull Knife to come to the UND campus to assume the directorship of the INPSYDE program.<sup>2</sup> The department had admitted a second cohort of INPYSDE students, Alan Harper and Brian Bercier, and the Indian Health Service (IHS) awarded the INPSYDE program \$20,000 in end-of-the-year funds. Although the size of the award was small, the fact that any money at all was directed toward INPSYDE signified that IHS would likely include funding for the program in its budget request for the next fiscal year. The 1996 IHS budget did appropriate \$200,000 for INPSYDE and after approving Dr. J.D. McDonald's proposal, IHS released the funds and has supported INPSYDE at between \$200,000 and \$250,000 per year ever since.

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<sup>1</sup> Initially, the acronym for INPSYDE used both uppercase and lowercase letters to emphasize the four primary words (i.e., Indians, Psychology, Doctoral, and Education) but it soon became apparent that the common pronunciation being used was "in-psy-dee" instead of the intended "inside." Therefore, the acronym quickly was changed to the current format of using all capital letters.

<sup>2</sup> The University of North Dakota continued to support the rural training placement at Dull Knife Memorial College for another year by sharing with the University of Montana the cost of keeping a faculty member (Dr. Sandra Rohrer) on-site to supervise the students in training.

INPSYDE took another step in its development in 1998 when it offered its first summer institute on campus aimed at attracting American Indian youth to psychology careers. The INPSYDE Program Summer Institute is a two-week enrichment program designed to help students develop strong academic foundations in psychology. To date, 82 American Indian youth have participated in the INPSYDE Program's Summer Institute and 10 of them have completed or are currently completing an undergraduate major in psychology. Moreover, five summer institute participants have been admitted to graduate programs in psychology and this year the first of these, Laiel Baker, is expected to receive her Ph.D. in clinical psychology from UND.

From its humble beginnings, fueled both by student and faculty interest and sparked by trips west in Dr. Grabe's van, INPSYDE has emerged as the nation's premiere program for educating American Indians in clinical psychology. To date 15 INPSYDE students have received advanced degrees in psychology, most from UND, but a few undergraduates who participated in the INPSYDE Program have matriculated at other institutions. Appendix F shows a list of those INPSYDE students receiving advanced degrees from the UND Department of Psychology.

### ***The Department of Psychology: Looking to the Future***

The Department of Psychology has a long history of service to the university and to the state of North Dakota. The department has produced many of the psychologists practicing in the state. In the past 25 years, virtually all of the graduate students matriculating in the clinical program have provided services while in training through many state agencies and other mental health service delivery groups. The INPSYDE Program has quickly emerged as the preeminent program in the country for educating American Indian psychologists. Many department graduates are serving in academic positions throughout North America. More locally, the department's contribution to the teaching mission of the university has been exemplary. Department faculty members have generously given of their time and professional expertise in a multitude of ways within the university, the local community, state-wide, regionally, nationally, and internationally. Finally, the quality of department faculty members' scholarship has always been superb, and, while varied, its overall impact has been noteworthy.

As I conclude this review of the Department of Psychology's past 25 years, I think it safe to presume that the department's mission within the university will likely continue with few substantive changes for the next 25 years. However, the activities through which the mission is manifest are very likely to be altered in a variety of ways that are unknowable to this writer in 2008. Therefore, while I won't attempt to predict the paths the department faculty will take in the next 25 years, it is clear that they will continue to seek out new challenges and new avenues for shaping and impacting behavioral science and health in the state, the region, and the country.

Appendix A

Department of Psychology Full-time Faculty -- Professors

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
Ralph Kolstoe	Valley City State College	University of North Dakota	Washington State University	1957-1990
Edward Halas	Northwestern University	University of Texas	Texas Technological University	1959-1992
Paul Wright	University of Kansas	University of Kansas	University of Kansas	1963-1996
John Noll	University of California	University of Illinois	University of Pittsburgh	1967-1986
John Tyler	Vanderbilt University		University of Texas	1970-2005
James Antes	Drake University	Iowa State University	Iowa State University	1973-
Douglas Peters	University of Santa Clara	Southern Illinois University	Southern Illinois University	1975-
Mark Grabe	Iowa State University	Iowa State University	Iowa State University	1977-
William Beckwith	Bowling Green State University	Ohio State University	Ohio State University	1979-1993
Thomas Petros	Kent State University	Kent State University	Kent State University	1980-
Robert Till	University of San Francisco	University of Minnesota	University of Minnesota	1981-2000
Jeffrey Holm	Hope College	Ohio University	Ohio University	1987-
Alan King	Nicholls State University	University of Southwestern Louisiana	Louisiana State University	1987-
F. Richard Ferraro	State University of New York, Potsdam	University of Kansas	University of Kansas	1992-

Department of Psychology Full-time Faculty – Professors (continued)

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
J. Douglas McDonald	University of South Dakota	University of South Dakota	University of South Dakota	1993-
Jeffrey Weatherly	California State University, Chico	Washington State University	Washington State University	1999-

Department of Psychology Full-time Faculty – Associate Professors

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
Don Tucker	University of Colorado	Pennsylvania State University	Pennsylvania State University	1975-1984
James Clark	Michigan State University	Michigan State University	Michigan State University	1975-1986
Lila Tabor	California State, Fullerton	University of California, Santa Barbara	University of California, Santa Barbara	1976-1992
Sheila Dietz	University of Maryland	State University of New York, Buffalo	State University of New York, Buffalo	1986-1991
Charles Honts	Virginia Polytechnic Institute and State University	Virginia Polytechnic Institute and State University	University of Utah	1990-1995
Nancy Vogeltanz-Holm	University of Arkansas, Little Rock		University of Maine	1995-2002
Cheryl Terrance	Carlton University	Carlton University	Carlton University	2000-

Department of Psychology Full-time Faculty – Assistant Professors

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
Barbara Minton	University of Denver	University of Denver	University of Denver	1983-1984
David Stein	Brigham Young University	Brigham Young University	Brigham Young University	1985-1988
Lois Veltum	Washington and Jefferson College	North Dakota State University	West Virginia University	1991-1992
Joseph Plaud	Clark University		University of Maine	1993-1998
Debra Manning	Saint Olaf College		University of Minnesota	1993-1995
Sandra Rohrer*	Ohio University	Ohio University	University of Wyoming	1995-1996
Jackie MacPherson*	University of North Dakota	University of North Dakota	University of North Dakota	1995-1996
Mindy Foster	University of Western Ontario	Carlton University	Carlton University	1996-2000
Andrea Zevenbergen	Northwestern University		State University of New York, Stony Brook	1996-2001
Amy Wenzel	Duke University	University of Iowa	University of Iowa	2000-2004
Margo Adams Larsen*	University of North Dakota	Western Michigan University	Western Michigan University	2001-2007
Robert Bennett	Brigham Young University	Brigham Young University	Auburn University	2001-2006
Adam Derenne	University of Wisconsin, Whitewater	University of Wisconsin, Milwaukee	University of Wisconsin, Milwaukee	2003-

\* non-tenure-track position



Department of Psychology Full-time Faculty – Assistant Professors (continued)

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
April Bradley	University of Arizona	University of Texas, El Paso	University of Nevada, Reno	2003-
Joseph Miller	College of William and Mary	University of South Dakota	University of South Dakota	2003-
Jennifer Muehlenkamp	University of Wisconsin, River Falls	Ball State University	Northern Illinois University	2005-
Richard Wise	John Carroll University		Catholic University of America	2005-
Joelle Ruthig	University of Manitoba	University of Manitoba	University of Manitoba	2006-
Michael Himle	University of North Dakota	North Dakota State University	University of Wisconsin, Milwaukee	2007-

Department of Psychology – Part-time, Non Tenure-Track Faculty of Various Ranks

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Years</i>
Douglas Knowlton Lecturer and Assistant Director of Clinical Training	University of Denver	University of North Dakota	University of North Dakota	1989-1990 (2 <sup>nd</sup> Sem)
Rebecca Crawford Assistant Professor	University of Montana	Montana State University	Utah State University	1991-1994
Daniel Foster Assistant Professor	University of Salem		Baylor University	1993-1994
Daniel Clay Lecturer	College of St. Scholastica	University of Missouri	University of Missouri	1995-1996 (1 <sup>st</sup> Sem)
Roseanne McBride Assistant Professor	University of North Dakota	University of North Dakota	University of North Dakota	1996-1998
Ellen Sigler	Tulane University	New Hampshire College	Texas Technological University	1998-2000
Steven Hill Lecturer	University of North Dakota		University of North Dakota	1999-2000 (2 <sup>nd</sup> Sem)
Karyn Plumm Lecturer	University of North Dakota	University of North Dakota	University of North Dakota	2007-
David Roth Visiting Professor	University of North Dakota	University of Kansas	University of Kansas	2008-

Appendix B

Department of Psychology Current Faculty

	<i>Year of Appointment</i>	<i>Years in Department</i>	<i>Core Program Faculty</i>
<i>Professors</i>			
James Antes	1973	35	General/Experimental
F. Richard Ferraro	1992	16	General/Experimental
Mark Grabe	1977	31	General/Experimental
Jeffrey Holm	1987	21	Clinical
Alan King	1987	21	Clinical
J. Douglas McDonald	1993	15	Clinical
Douglas Peters	1975	33	General/Experimental and Forensic
Thomas Petros	1980	28	General/Experimental
Jeffrey Weatherly	1999	9	General/Experimental
<i>Associate Professors</i>			
Cheryl Terrance	2000	8	General/Experimental and Forensic
<i>Assistant Professors</i>			
April Bradley	2004	4	Clinical and Forensic
Adam Derenne	2003	5	General/Experimental
Michael Himle	2007	1	Clinical
Joseph Miller	2004	4	Clinical
Jennifer Muehlenkamp	2005	3	Clinical
Joelle Ruthig	2006	2	General/Experimental
Richard Wise	2005	3	Clinical and Forensic
<i>Lecturer</i>			
Karyn Plumm	2007	1	General/Experimental

## Appendix C

### Department of Psychology Faculty Serving in Administrative Positions from 1983 – 2008

	<i>Years Served</i>
<i>Chairperson</i>	
Robert Till	1981-1984
	1985-1987
	1998-2000
Mark Grabe	1984-1985
	1988-1998
	2000-2003
Jeffrey Weatherly	2003-
<i>Director of Clinical Training</i>	
John Noll	1971-1986
Sheila Dietz	1986-1989
Alan King	1989-1992
	1999-
Jeffrey Holm	1992-1999
<i>Director of General/Experimental Program</i>	
Thomas Petros	2000-2003
F. Richard Ferraro	2003-
<i>Director of Undergraduate Program</i>	
James Antes	1999-
<i>Director, INPSYDE</i>	
Jeffrey Holm	1992-1994
J. Douglas McDonald	1994-
<i>Director of Psychological Services Center</i>	
John Tyler	1979-1998
Andrea Zevenbergen	1998-2001
Margo Adams Larsen	2001-2007
Alan King	2007-
Joseph Miller (Assistant Director)	2007-

Appendix D

Support Staff for the Department of Psychology 1983-2008

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	<i>Years</i>
Ruth Smith	1969-1987
Annette Reider	1979-1998
Barbara (Ellwin) MacGregor	1986-1987
Karen Spahr	1987-1997
Barbara Westensee	1987-1988
Michelle (Beaudry) Wilson	1988-1990
Joan Peterson	1990-2002
Shelly Hanson	1997-2002
Jan Flaten	1997-
Pam Bethke	2002-
Lauri Hanson	2002-
Kristin Cospito	2003-2007

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Appendix E

Doctoral Graduates Department of Psychology 1983-2008

<i>Graduate</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Steven Dawson	1983	Donald Tucker	Clinical
William Devereux	1983	Beulah Hedahl	Clinical
Carole Hayne	1983	Donald Tucker	Clinical
Christine Kuchler	1983	Donald Tucker	Clinical
Joann Russell	1983	Donald Tucker	Clinical
Stephan Podrygula	1983	John Noll	Clinical
Lisa Squires	1983	James Antes	Clinical
Janet Clark Sullivan	1983	John Tyler	Clinical
David Tarr	1983	James Clark	Clinical
Steven Weaver	1983	James Clark	Clinical
Peter Williamson	1983	Donald Tucker	Clinical
Catherine Sikorsky Dawson	1984	Beulah Hedahl	Clinical
Rodney Haug	1984	William Beckwith	Clinical
David Nash	1984	Donald Tucker	Clinical
Anthony Papciak	1984	Donald Tucker	Clinical
Douglas Pawlarczyk	1984	Mark Grabe	Clinical
James Penland	1984	James Antes	Experimental
Robert Olson	1984	James Clark	Clinical
Tegan Blackbird	1985	Paul Wright	Clinical
Randall Cheloha	1985	Mark Grabe	Clinical
David Dowd	1985	Paul Wright	Clinical
Lynn Eggers	1985	Beulah Hedahl	Clinical
Elizabeth Bergmann Harms	1985	John Tyler	Clinical
Dee Ramsel	1985	Mark Grabe	Clinical
Daniel Rubanowitz	1985	Mark Grabe	Clinical
Chris Scaglione	1985	William Beckwith	Clinical
Rodney Swenson	1985	Thomas Petros	Clinical
Deborah Couk	1986	William Beckwith	Clinical
Mark Haugen	1986	John Tyler	Clinical
Jeanine Kotschwar	1986	David Stein	Clinical
Trudi Sprunck Till	1986	Thomas Petros	Clinical
Michael Howe	1987	Thomas Petros	Clinical
Edward Kehrwald	1987	Thomas Petros	Clinical
Karen Knutson	1987	William Beckwith	Clinical
Damon LaBarbara	1987	James Antes	Clinical
Geraldine Merola	1987	David Stein	Clinical
Gregory Tharp	1987	Mark Grabe	Clinical
Scott Bodine	1988	William Beckwith	Clinical
John Collins	1988	James Antes	Clinical
Alan Fehr	1988	Paul Wright	Clinical
Marc Haut	1988	William Beckwith	Clinical
Douglas Heck	1988	Thomas Petros	Clinical
Robert Laidlaw	1988	Thomas Petros	Clinical
Daniel Scharf	1988	William Beckwith	Clinical
Jacqueline Turek	1988	David Stein	Clinical

<i>Graduate</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Mary Ellen Arnold	1989	Thomas Petros	Clinical
John Cook	1989	William Beckwith	Clinical
Helen Kahn	1989	Robert Till	General/Experimental
Norman Kerbel	1989	Thomas Petros	Clinical
David Lommen	1989	Robert Till	Clinical
Donald Preussler	1989	William Beckwith	Clinical
Gary Sacks	1989	Sheila Dietz	Clinical
Brett Schur	1989	Paul Wright	Clinical
Timothy Tinius	1989	William Beckwith	Clinical
Sally Brinza	1990	James Antes	Clinical
Sharon Hagen	1990	Douglas Peters	Clinical
Kathryn Hammes	1990	Sheila Dietz	Clinical
Gregory Lamberty	1990	William Beckwith	Clinical
Nannette Matthews	1990	Paul Wright	Clinical
Mary Beth Scanlon	1990	Paul Wright	Clinical
Mary Sarafolean	1990	Thomas Petros	Clinical
Jennifer Stempel Haut	1990	William Beckwith	Clinical
Richard Whitten	1990	William Beckwith	Clinical
Laurie Brustad	1991	William Beckwith	Clinical
Tracy Johnson	1991	William Beckwith	Clinical
Angela Dix Keen	1991	Jeffrey Holm	Clinical
Dawn Kugler	1991	Thomas Petros	Clinical
Michelle Misco	1991	William Beckwith	Clinical
Michael Nunley	1991	William Beckwith	Clinical
Jill Plevell Omdahl	1991	Sheila Dietz	Clinical
H. Katherine (Kit) O'Neill	1991	William Beckwith	Clinical
Robyn Swenson	1991	William Beckwith	Clinical
Maureen Anderson Winger	1991	William Beckwith	Clinical
Barbara Bentz	1992	Thomas Petros	General/Experimental
Walter Bordages	1992	Mark Grabe	Clinical
Sharon Brown	1992	Douglas Peters	Clinical
Dawn Ehde	1992	Jeffrey Holm	Clinical
George Erickson	1992	Thomas Petros	General/Experimental
Mark Hill	1992	William Beckwith	Clinical
Kenneth Huff	1992	Jeffrey Holm	Clinical
Kerri Lamberty	1992	Jeffrey Holm	Clinical
Frederick List	1992	Alan King	Clinical
Griffith Matthews	1992	James Antes	Clinical
Milton Marasch	1992	James Antes	Clinical
Claudette Richter Reno	1992	Alan King	Clinical
Mark Rodlund	1992	Sheila Dietz	Clinical
Sue Russell	1992	William Beckwith & Sharon Wilsnack	Clinical
Scott Sternhagen	1992	Thomas Petros	Clinical
Cheri Hexum Brunetti	1993	Jeffrey Holm	Clinical
Arlinda Kristjanson	1993	James Antes	General/Experimental
William (Clint) McSherry	1993	Jeffrey Holm	Clinical
Martine Mizwa	1993	Charles Honts	Clinical
Marianne Schumacher	1993	John Tyler	Clinical

<i>Graduate</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Malva Waters	1993	William Beckwith	Clinical
Marty Witucki	1993	Jeffrey Holm	Clinical
Mary Zielinski	1993	Alan King	Clinical
Barbara Bowman	1994	Jeffrey Holm	Clinical
Rebecca Sharp Green	1994	William Beckwith	Clinical
Donna Greifer	1994	Douglas Peters	Clinical
David Kauffman	1994	Thomas Petros	Clinical
Scott Krebs	1994	Thomas Petros	Clinical
Cami Lokken	1994	Jeffrey Holm	Clinical
William Schmelzer	1994	Mark Grabe	Clinical
Eric Anderson	1995	Alan King	Clinical
Bette Bakke	1995	Alan King	Clinical
Paula Bergloff	1995	Thomas Petros	Clinical
Mary Devitt	1995	Charles Honts	General/Experimental
Nasrin Erfanian	1995	Jeffrey Holm	Clinical
Ronald Hougen	1995	Jeffrey Holm	Clinical
Jeffrey Kearney	1995	Jeffrey Holm	Clinical
Maria Niemi Kearney	1995	Jeffrey Holm	Clinical
Roseanne McBride	1995	Robert Till	Clinical
Jackie Brouse McPherson	1995	Thomas Petros	Clinical
Shelly Peltier	1995	Thomas Petros	Clinical
Meryl Willert	1995	Jeffrey Holm	Clinical
Susan Amato Henderson	1996	Charles Honts	General/Experimental
Raymond List	1996	John Tyler	Clinical
Danae Beattie Lund	1996	Thomas Petros	Clinical
Naiwon Sjulson	1996	F. Richard Ferraro	Clinical
Jan Bakken	1997	Joseph Plaud	Clinical
Jean Caraway	1997	Jeffrey Holm	Clinical
Heidi Jensen	1997	Thomas Petros	Clinical
Margo Norton	1997	Jeffrey Holm	Clinical
Pamela Samson	1997	Thomas Petros	Clinical
Lora Sloan	1997	Thomas Petros	Clinical
Marcus Tye	1997	Jeffrey Holm & Charles Honts	Clinical
Paul Kolstoe	1998	Joseph Plaud	Clinical
Donald Newberry	1998	Joseph Plaud	Clinical
Sandra Owens	1998	Thomas Petros	Clinical
Gayle Robbins	1998	Mark Grabe	Clinical
Kimberly Suda	1998	Jeffrey Holm	Clinical
Paulette Stroncsek	1998	Thomas Petros	Clinical
Daniel Sturgill	1998	F. Richard Ferraro	Clinical
Steve Westby	1998	F. Richard Ferraro	Clinical
Margaret Donovan Westby	1998	F. Richard Ferraro	Clinical
Iowan Chelminski	1999	F. Richard Ferraro	Clinical
Stephanie Fuller	1999	Thomas Petros	Clinical
Holly Hegstad	1999	J. Douglas McDonald	Clinical
Stephanie Allard LaRocque	1999	J. Douglas McDonald	Clinical
Tricia Cook Myers	1999	Jeffrey Holm	Clinical
Allison Pate	1999	Alan King	Clinical



<i>Graduate</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Tiffney Yeager	1999	Mark Grabe	Clinical
Paul Davis	2000	Jeffrey Holm	Clinical
Rachel Dodd	2000	Thomas Petros	Clinical
Kristin Vickers Douglas	2000	Nancy Vogeltanz-Holm	Clinical
George Gaither	2000	Thomas Petros	Clinical
Philip Levinson	2000	James Antes & Sharon Wilsnack	Clinical
Jennifer McDermott	2000	Alan King	Clinical
Marcia Moberg	2000	Douglas Petros	General/Experimental
Sheila Mulligan Rauch	2000	Jeffrey Holm	Clinical
Leslie Rowan	2000	Andrea Zevenbergen	Clinical
Louise Weller	2000	Thomas Petros	Clinical
JoAnne Bates	2001	F. Richard Ferraro & Thomas Petros	General/Experimental
David Jackson	2001	Alan King	Clinical
Laura Anderson Kitzan	2001	F. Richard Ferraro	Clinical
Beth Egerstrom Lewis	2001	Nancy Vogeltanz-Holm	Clinical
Kristine Lokken	2001	F. Richard Ferraro	Clinical
Lori Roerick Shaleen	2001	Alan King	Clinical
Jennifer Sippel	2001	Jeffrey Holm	Clinical
Catherine Yeager	2001	Thomas Petros	Clinical
Kelly Bishop	2002	Jeffrey Holm	Clinical
Dana Borowiak	2002	Jeffrey Holm	Clinical
Teton Ducheneaux	2002	J. Douglas McDonald & Thomas Petros	Clinical
Jessica Gourneau	2002	J. Douglas McDonald	Clinical
Scott Guldseth	2002	Alan King	Clinical
Lisa Leadbetter	2002	Andrea Zevenbergen	Clinical
Patricia Moulton	2002	Thomas Petros	General/Experimental
Mary Wilkie	2002	J. Douglas McDonald	Clinical
Lydia Jackson	2003	John Tyler & Amy Wenzel	Clinical
Julia Smith	2003	Thomas Petros	Clinical
Dmitri Poltavski	2003	Thomas Petros	General/Experimental
Brian Wilson	2003	Jeffrey Holm	Clinical
Shannon Woulfe	2003	James Antes	Clinical
Nova Griffith	2004	J. Douglas McDonald	Clinical
Angela Azure LaRocque	2004	J. Douglas McDonald	Clinical
Lori Listug Lunde	2004	Nancy Vogeltanz-Holm	Clinical
Jason McCray	2004	Alan King	Clinical
Tonia Jackson-Washington	2004	Thomas Petros & Andrea Zevenbergen	Clinical
Kathryn Apostol	2005	Douglas Peters	General/Experimental
Matthew Bailly	2005	Alan King	Clinical
Jennifer Brendle	2005	F. Richard Ferraro	Clinical
John Gonzales	2005	J. Douglas McDonald	Clinical
Ryan Hartmann	2005	Alan King	Clinical
Brent King	2005	F. Richard Ferraro & Thomas Petros	General/Experimental

<i>Graduate</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Valerie Kryanski	2005	F. Richard Ferraro	Clinical
Catherine Palmer	2005	Nancy Vogeltanz-Holm	Clinical
Erin Tentis	2005	Thomas Petros	Clinical
Tami Jollie Trottier	2005	Jeffrey Holm & J. Douglas McDonald	Clinical
Carol Bennett	2006	Thomas Petros	General/Experimental
Joel Deloy	2006	Alan King	Clinical
Robyn Drach	2006	Jeffrey Holm	Clinical
Matthew Garlinghouse	2006	F. Richard Ferraro	Clinical
Erin Haugen	2006	Alan King	Clinical
Betsi Little	2006	Cheryl Terrance	General/Experimental
Hanna Rue	2006	Alan King	Clinical
Jennifer Garaas Scott	2006	Thomas Petros	Clinical
Karyn Plumm	2006	Cheryl Terrance	General/Experimental
Brian VanFossen	2006	Thomas Petros	Clinical
Jessica White Plume	2006	Nancy Vogeltanz-Holm	Clinical
Annamarie Carlson	2007	F. Richard Ferraro	Clinical
Kimberly Christopherson	2007	Mark Grabe	General/Experimental
Shyla Muse	2007	Thomas Petros	Clinical
Peter Schmutzer	2007	Thomas Petros	Clinical
Alan Storey	2007	J. Douglas McDonald	Clinical
Laiel Baker	2008 Expected	J. Douglas McDonald	Clinical
Holly Dannewitz	2008 Expected	Thomas Petros	Clinical
Anna Evans Pignol	2008 Expected	Jeffrey Holm & Nancy Vogeltanz-Holm	Clinical
Donald Farnsworth	2008 Expected	Joseph Miller	Clinical
Patrick Kerr	2008 Expected	Jennifer Muehlenkamp & Alan King	Clinical
Matthew Myrvik	2008 Expected	Thomas Petros & Margo Adams Larsen	Clinical

Appendix F

Graduates of the Indians in Psychology Doctoral Education (INPSYDE) Program

<i>Graduate</i>	<i>Degree</i>	<i>Year</i>	<i>Chair of Committee</i>	<i>Specialty</i>
Brian Bercier	M.A.	1997	F. Richard Ferarro	General
Angela Carlos	M.A.	1997	J. Douglas McDonald	General
Stephanie Allard LaRocque	Ph.D.	1999	J. Douglas McDonald	Clinical
Austin Keith	M.A.	2001	J. Douglas McDonald	General
Teton Ducheneaux	Ph.D.	2002	J. Douglas McDonald & Thomas Petros	Clinical
Jessica Gourneau	Ph.D.	2002	J. Douglas McDonald	Clinical
Mary Wilkie	Ph.D.	2002	J. Douglas McDonald	Clinical
Nova Griffith	Ph.D.	2004	J. Douglas McDonald	Clinical
Angela Azure LaRocque	Ph.D.	2004	J. Douglas McDonald	Clinical
John Gonzales	Ph.D.	2005	J. Douglas McDonald	Clinical
Tami Jollie Trottier	Ph.D.	2005	Jeffrey Holm & J. Douglas McDonald	Clinical
Jessica White Plume	Ph.D.	2006	Nancy Vogeltanz-Holm	Clinical
Alan Storey	Ph.D.	2007	J. Douglas McDonald	Clinical
Laiel Baker	Ph.D.	2008 Expected	J. Douglas McDonald	Clinical