

Office of Ethnic Minority Affairs

February 2001

COMMUNIQUE

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OEMA UPDATE

by Bertha G. Holliday, PhD, Director

Greetings in this new year!!

I just recently returned from the National Multicultural Conference and Summit II in Santa Barbara, CA. This biennial event, which is hosted by APA Divisions 17 (Counseling Psychology), 35 (Society for the Psychology of Women), 44 (Society for the Psychological Study of Gay, Lesbian and Bisexual Issues), and 45 (Society for the Psychological Study of Ethnic Minority Issues), was a booming success. Attended by over 800 persons, the Summit was distinguished by its keynote addresses on "Race, racism and antiracism:" (**Claude M. Steele, PhD and John F. Dovidio, PhD**), "Sexual orientation in perspective" (**Linda Garnets, PhD**), "What psychotherapists should know about disability" (**Rhoda Olkin, PhD**), and "Gender and diversity: Male/Female Perspectives" (**Pamela Trotman Reid, PhD and Michael D'Andrea, EdD**). A second unique feature of the Summit was the opportunity it provided for the leadership of a number of APA divisions and other organized entities of psychology to hold their mid-winter executive committee meetings, while interacting and coordinating with each other. Thus the Summit is increasingly becoming a nexus of inter-divisional activity and power-brokering. And as in the past, the Summit's special presentation "Honoring senior men of color" (**Arthur L. McDonald, PhD, Amado Padilla, PhD, K. Patrick Okura, MA, and Joseph L. White, PhD**), its "Difficult dialogues" sessions, and its closing "Town Hall Meeting" were both emotionally enriching and thought-provoking. We extend our warmest kudos to the Summit II Planning Committee – **Rosie Phillips Bingham, PhD, Steven E. James, PhD, Lisa M. Porche-Burke, PhD, Derald Wing Sue, PhD, and Melba J. Vasquez, PhD**. Thank you for reminding us again of the power of diversity!! The APA Office of Ethnic Minority Affairs is proud to have been a donor to Summit II.

Still basking in the glow of Summit II, I returned to Washington DC and began a final editorial review of this issue of the *Communique*. Much to my delight, I realized that we inadvertently had created a special issue on "Racial profiling". This practice, coupled with other inequities in law enforcement, has become epidemic in communities of color. And we suspect its psychological effects on those communities, while probably subtle, are nevertheless very profound. I know my brother and his son (both lawyers) are quite explicit (and ever so resentful) about the ritualized etiquette (hands high on windshield, use of deference in body language and speech) they routinely execute when stopped by the police. I myself have been stopped, and stripped searched and jailed for having out-of-state tags.

For these reasons, we are pleased that this *Communique* presents both a public policy analysis of police profiling by psychologist **Natacha Blain, PhD, JD**, who is Counsel to Senator Richard Durbin (D-IL), and a report by **David Rollock, PhD** on discussions on mental health approaches to prevention and intervention that occurred at a recent symposium on racial profiling. (An earlier report on the symposium can be found in the July, 2000 edition of the *Communique*.) This issue of the *Communique* also highlights a proposed APA resolution on racial profiling that was introduced on the floor of APA's Council of Representatives by Division 45's Council representatives, **Teresa LaFromboise, PhD and Lisa Porche-Burke, PhD**.

This *Communique* also includes a comprehensive listing of all of the nation's Historically Black Colleges and Universities that grant degrees in psychology, and provides a number of updates on a variety of APA initiatives. And as always, this *Communique* is chock full of resource information that we hope will assist your scholarly and professional endeavors. We hope this *Communique* might in some small way empower and sustain you. So please, share this issue with your students, your colleagues and others.

As always, I wish you health and peace and power.

February 1, 2001

ASSOCIATION REPORTS

Council of National Psychological Associations for the Advancement of Ethnic Minority Interests

The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) convened its Summer 2000 meeting on August 4, in Washington, DC. This meeting is traditionally brief and is preceded by a modest breakfast. The host of the breakfast was the National Hispanic Psychological Association. **Gayle Y. Iwamasa, PhD**, president of the Asian American Psychological Association, chaired the meeting.

Although the meeting time was limited, the Council did manage to address some of the items on its lengthy agenda. Among the items discussed were the following: (a) dissemination strategies for its recently published research guidelines brochure; (b) approval of the development of a second brochure that will address the delivery of psychological services to communities of color; (c) adoption of a position paper, Conducting Assessments of Non-English Speaking Persons; (d) endorsement and approved participation in the Second National Multicultural Conference and Summit in Santa Barbara, CA; (e) receipt of a legislative advocacy update report by the APA Public Policy Office staff; and (f) presentation of information and materials regarding the APA publications process provided by the staff of the APA Publications and Communications Office.

The Council also agreed, as part of its support of the National Multicultural Conference and Summit, to convene its Winter 2001 meeting one day before the conference. This one day meeting will allow for the review and discussion of a more expansive agenda.

CNPAAEMI has been meeting twice a year since 1991. Prior to this, the Council, which was not officially known by CNPAAEMI until 1992, convened only once a year during an informal breakfast meeting hosted by the APA president at the APA annual convention. Over the years, CNPAAEMI efforts have focused on relevant public policy advocacy. For example, in 1995, the Council took part in a congressional briefing that addressed psychology and racism. The briefing resulted in the development of a brochure entitled, *“Can—Or Should—America Be Color Blind?: Psychological Research Reveals Fallacies in a Color-Bind Response to Racism”*. More recently, the council successfully completed the development of a research resource, *Guidelines for Research in Ethnic Minority Communities*. These CNPAAEMI publications are available through OEMA.

Current CNPAAEMI members include **Gayle Y. Iwamasa, PhD**, President, Asian American Psychological Association (AAPA); Anthony Young, PsyD, President, Association of Black Psychologists (ABPsi); **Andrés Barona, PhD**, President, National Hispanic Psychological Association (NHPA); **Carolyn Barcus, EdD**, President, Society of Indian Psychologists (SIP), **Norine Johnson, PhD**, President, APA, and **Patricia Arredondo, EdD**, President, Society for the Psychological Study of Ethnic Minority Issues (APA Division 45).

The Council is an important alliance of independent organizations committed to strengthening linkages and building partnerships to enhance ethnic minority psychology’s presence, visibility, and vitality in the 21st century.

OEMA Distributes...

GUIDELINES FOR RESEARCH IN ETHNIC MINORITY COMMUNITIES

This booklet was developed by the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) and reflects the collective efforts of five major national ethnic minority associations: The Society of Indian Psychologists (SIP), The Asian American Psychological Association (AAPA), The Association of Black Psychologists (ABPsi), The Society for the Psychological Study of Ethnic Minority Issues (Division 45) of the American Psychological Association, and the National Hispanic Psychological Association (NHPA).

The guidelines address procedural issues associated with research in each of the nation’s four major ethnic minority communities and seek to promote greater recognition of the need for psychology to engage in research strategies and methodologies that reflect the philosophical tenets of multiculturalism.

One copy is available at no charge. Additional copies can be obtained at a cost of \$3.00 each. To request a copy of the booklet, contact OEMA at (202) 336-6029 (voice); (202) 336-6040 (fax); oema@apa.org (e-mail).

APA Committee on Ethnic Minority Affairs

The APA Committee on Ethnic Minority Affairs (CEMA) met during the APA consolidated meetings, September 22-24, 2000, in Washington, DC. CEMA's meeting agenda included the following issues: (a) the development of two membership slates to fill seats that will be left vacant in 2001 by the departure of Dr. Austria and Dr. Mio; (b) the extensive deliberation and coordination with Division 45 representatives to the APA Council of Representatives regarding the proposed racial profiling resolution; (c) the debriefing and review of the presentation by **Roberto J. Velásquez, PhD** to the APA Council of Editors regarding the draft CEMA/P&C report titled, "Survey of Ethnic Minority Participation in the APA Editorial Pipeline"; (d) the approval of program activities for the 109th APA Annual Convention in San Francisco, CA; (e) the designation of the selection subcommittee for the 2001 *Jeffrey S. Tanaka Memorial Dissertation Award in Psychology*; (f) a meeting with the APA Committee on Lesbian, Gay, and Bisexual Concerns/CLGBC to discuss and review shared experiences and effective strategies related to the representation and participation of CLGBC and CEMA constituencies in the APA governance structure as well as in research and practice careers in psychology; (g) receipt of an update report on the Second National Multicultural Conference and Summit; (h) the receipt of a status report on the activities of the CEMRRAT2 Task Force; (i) the review and comment on two new business items of the APA Council of Representatives regarding a possible APA membership requirement to serve on APA governance groups and to serve as an APA accreditation site visitors; (j) the development of the 2000 CEMA annual report; (k) the review and submission of comments to the proposed resolutions on the death penalty and the end of life; (l) the CEMA chairperson's meeting with the APA Committee on Urban Initiatives about the possible collaboration on the presentation of the symposium on racial profiling during the APA convention; (m) a meeting with **Ricardo Guerrero**, of the APA Research Office, regarding the availability of data on ethnic minority doctoral-level applicants; (n) the continued collaboration with the APA Committee on Psychological Tests and Assessment (CPTA). Of particular interest was the CEMA/CPTA joint bibliography project and the proposed convention symposium on high stakes testing; and (o) a presentation by **Merry Bullock, PhD**, of the APA Science Directorate regarding the Decade of Behavior initiative.

The committee also hosted its routine *Open Meeting* for members of color attending the consolidated meetings. The *Open Meeting* provides CEMA an opportunity to review and gather feedback on the prioritized list of issues and concerns developed during previous open meetings. In addition, this meeting enabled CEMA to gather feedback, comments, suggestions, and/or recommendations from participants regarding (a) the proposed Division 45 resolution on racial profiling, and (b) concerns related to APA accreditation site visitors.

CEMA membership during this 2000 meeting included:

Asuncion Miteria Austria, PhD (chairperson), Cardinal Stritch University, Milwaukee, WI; **Martha E. Banks, PhD**, ABackans Diversified Computer Processing, Inc., Uniontown, OH; **Jeffery S. Mio, PhD**, California State Polytechnic University at Pomona; **Freddy A. Paniagua, PhD**, University of Texas Medical Branch, Galveston, TX; **William D. Parham, PhD**, University of California, Los Angeles; and **Diane J. Willis, PhD** (chairperson-elect), Child Study Center, University of Oklahoma Health Sciences Center.

CEMA's next meeting is scheduled for March 23-25, 2001 in Arlington, VA.

RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

Preparing Future Faculty for Psychology

The American Psychological Association (APA) is participating in a new initiative entitled “*Shaping the Preparation of Future Social Science and Humanities Faculty: A Future Faculty Program*”. The new initiative is sponsored by the Council of Graduate Schools (CGS) and the Association of American Colleges and Universities (AAC&U). The initiative will enable psychology departments at four universities, each with a team of partner institutions of higher education, to serve as models for preparing the next generation of college and university faculty.

Proposals were required to show a commitment by the lead institution to develop partnerships with departments of psychology from other higher education institutions diverse in their institutional mission: community colleges, women’s colleges, tribal colleges, and historically black colleges and universities. Additionally, each proposal was required to show evidence of a commitment by the lead institution to recruit and graduate students from traditionally underrepresented populations.

The Education Directorate, which is responsible for implementation of the initiative, recently awarded grants to psychology departments at four universities to establish *Preparing Future Faculty in Psychology Programs*. Departments of psychology at the following institutions have agreed to create faculty preparation programs over the next 2 years: Miami University of Ohio, University of Colorado at Boulder, University of Georgia (College of Education), and the University of New Hampshire.

For more information about the *Preparing Future Faculty in Psychology Program*, please see the Website at: www.apa.org/ed/pff.html.

The National Grant Project - Update 2000-2001

*By Sonja M. Preston, MSW
APA/NIGMS Project Administrator*

The NIGMS project, initially funded in September 1996 for a total of \$870,000 was re-funded June 2000 for an additional 3-year period for \$1.43 million. The grant project, developed to increase the number of ethnic minority students in the educational pipeline for biomedical research careers in psychology, responds to the marked decline in the number of students of color at each succeeding level of psychology’s educational pipeline and the need to provide a systemic approach to ensure quality of education and training to ethnic minority students and to identify, nurture and affirm minority talent at all levels of the pipeline. Each of the project’s 14 participating departments of psychology receive annual grants of \$20,000.

The program’s selected accomplishments for 2000-2001 include:

- The University of Miami held their first regional Undergraduate Conference for Research in Psychology November 2000. The conference attracted 100 students and faculty representing the Southeastern region (University of Miami, Florida International University, Miami Dade Community College-Kendall) and provided students an opportunity to present their research and compete for awards.
- The University of South Dakota Student Life Department at the request of USD’s APA/NIGMS project, established a graduate assistantship position to collect information related to the retention of Native American students at USD.
- Prince George’s Community College’s Department of Psychology hosted the second annual Science, Technology, and Research Training (START) conference in April. START, supported by NIGMS and National Science Foundation grant funds, seeks to expand students’ awareness of training opportunities currently available in science, technology, and research and provides students a forum to present their research.
- Chicago State University developed a student listserv through the Psychology Department that provides information on scholarships, internships, and other related information to approximately 100 Chicago State and Truman Community College student subscribers.
- Five of the 11 graduating seniors who participated in California State University, Dominguez Hills’ Scholars Programs are now in PhD and Masters’ programs in Industrial/Organizational Psychology and Social Work.

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- Two of the three recent Enhancing Research Training Opportunities for Ethnic Minority Students in Psychology (ETEP) students, a partnership among the University of Maryland at College Park, Morgan State University and Prince George's Community College that offers undergraduate minority students participation in a year-long intensive mentored research project focused in biomedical sciences, are transfer students from Prince George's Community College.
- Truman Community College has expanded and completed the tissue culture laboratory that is now equipped with state of the art laboratory equipment that provides students a hands-on experience in the field of neurobiology.
- Florida International University and Miami Dade Community College, Kendall Campus both developed websites to recruit and inform students about regional activities and the APA/NIGMS project.
- Chicago State University launched a peer mentoring project through the Department of Psychology that is targeted to assist freshman and transfer students. Students from the National Honor Society of Psychology serve as mentors.
- California State University, Dominguez Hills continues to develop the Graduate School Resource Center housed in the Psychology Department's Peer Advising Center. The Center, open to all CSUDH students provides services and information to more than 200 students a semester.
-

If you are interested in more activities of the APA/NIGMS Grant Project, please contact Sonja Preston, APA/NIGMS Project Administrator at spreston@apa.org or (202) 218-3986 to be added to the APA/NIGMS Project mailing list to receive a copy of the project newsletter, [Pipeline](#)

1999 and 2000 CEMRRAT Grants Update

*by Adisa Ajamu
Special Projects Coordinator*

In the year 2000, the CEMRRAT Grants Program again proved to be a success. In response to the FY2000 funding priorities, a total of 24 proposals were received, of which 15 were provided CEMRRAT funding totaling \$47,500. Grants served to support a broad range of projects including: (a) support of emerging ethnic minority leaders at the APA State Leadership Conference; (b) development of innovative CD-Rom based materials to encourage minority applications to graduate psychology programs; (c) design and implementation of math and science and research mentoring programs for minority undergraduates; (d) development and dissemination of innovative conceptual and research models of ethno-psychologies; (e) identifying a "best practices" model and establishing recruitment and mentoring programs for training linguistic minority students in psychology, and (f) establishment of a supportive network for emerging multicultural scholars. The reports and materials developed by most of the grantees will facilitate replication of these initiatives by others. And some of the initiatives unquestionably are of national significance and impact.

In 1999, 14 of the 18 proposals submitted were funded in the following defined six priority areas: Training/State Associations; Training/Professional Development -Linguistic Minorities; Training/Science -- Math and Science Research and Training; Faculty/Professional Development; Evaluation of Mentoring Programs; and Special APA Staff Efforts.

The Council of Representatives was provided a summary of the 1999 final reports and a summary of the 2000 progress reports in January 2001. Most of the projects supported by the 1999 CEMRRAT grants have been completed. Summaries of those final reports received to date from FY99 grantees are provided at the end of this article.

It should be noted that in both 1999 and 2000, approximately \$28,000 of the \$75,000 designated for support of CEMRRAT2 efforts was allocated for staff assistance (related to administering CEMRRAT Grants and Suinn awards, and CEMRRAT2) and funding of the annual CEMRRAT2 Task Force meeting. The remaining funds were used for small grants. Eligible applicants for these grants included state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. Grantees are expected to be APA members at the time of award. The CEMRRAT grants serve as seed funds to energize, empower, and support interested individuals, organizations, and educational institutions. Funded activities hopefully will serve as demonstration models; consequently progress reports are to be submitted annually on December 1, and a final report upon completion of the funded activity.

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It is anticipated that in 2001, the Public Interest Directorate will be allocated \$100,000 in support of the CEMRRAT Five Year Plan, of which approximately \$68,000 will be reserved for CEMRRAT grants. At its annual meeting in June 2000, the CEMRRAT2 Task Force established the following funding priority categories and allocations for 2001: (a) Training/State Associations (\$7,000); Training: Professional Development - Linguistic Minorities (\$10,000); Training: Science - Math, Science, and Research (\$14,000); Students: Undergraduate/Graduate Innovations (\$12,000 -- an increase of \$4000), Minority Leadership Development (\$15,000 -- a new funding category that requires grantees to provide matching funds), and Faculty Development (\$10,000). In addition, CEMRRAT2 allocated \$2,000 for webpage development as a means for enhancing both the dissemination of grant-funded products, findings, and successes, and the promotion of effective strategies for ethnic minority recruitment, retention, and training in psychology. The remaining \$30,000 will be used to support the annual meeting of the CEMRRAT2 Task Force and to provide administrative support for the CEMRRAT Grants program, the Suinn Award for graduate programs exhibiting excellence in ethnic minority recruitment, retention, and training, and other CEMRRAT2 efforts.

1999 CEMRRAT Grant Final Report Summary

Training - State Associations

Applicant: Rhode Island Psychological Association
Maria Garrido, PsyD

Proposal Objectives: Development of continuing education program that addresses the definition of cultural competence and its application to assessment, treatment and research.

Amount Requested: \$1,000
Amount Granted: \$700

Project Final Report (summary): The "Cultural Competence in Clinical Practice" continuing education workshop, sponsored by the RIPA, was held at the Rhode Island Convention Center on Friday, December 3, 1999. Dr Jodie Kliman, Coordinator of Family Therapy Training at the Center for Multi-Cultural Training at the Boston Medical Center was the presenter. Curriculum outline and bibliography are on file in OEMA. An additional \$300 was given RIPA by CSL/CAPP.

Training/Professional Development –Linguistic Minorities

Applicant: CEO Services
Jean Lau Chin, EdD, President

Proposal Objectives: The promotion of technology as a creative means of transforming psychology's educational pipeline and continuing education via the use of the internet and through linkages between traditional academic and nontraditional training and resources within ethnic minority communities.

Amount Requested: \$5,620
Amount Granted: \$5,620

Project Final Report (summary): CEMRRAT funds supported the development of www.culturalcompetence2.com, i.e. Cultural Competence Online Resources website for training programs and resources for linguistic minority populations. A website was designed and developed to disseminate information and resources on cultural competence. This included links to training and community based resources on cultural competence to promote training and education of ethnic minority students. Hyperlinks with other sites was developed to include academic, community and corporate connections to reach linguistic minority populations with an emphasis on cultural competence and diversity training. As a result of the website, there have been inquiries for additional resources on training, assessment tools, cultural audits. These have included students doing dissertation research, or professionals seeking to expand cultural competence training within their institutions.

Problem(s) addressed: In addition, a survey was designed and implemented online to collect a directory of training programs for linguistics minority populations. As it turned out, there are few such programs in the country as determined from the

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outreach made individuals, organizations, listserv, and newsletters. Consequently, the expansion of this directory was made to include courses and non-degrees training.

Project Goals:

- Technical development of a website.
- Content development of cultural competence resources.
- Design of structure of website.
- Survey of training programs for linguistic minorities.
- Currently, financial support is being sought from Boston University School of Medicine's Center for Minority Training- to continue the website and expand it to include interactive training and dialog for minority graduate students.

Methods of Accomplishment:

- Web designer hired to develop site domain.
- Domain name obtained.
- Webspace obtained.
- Resources identified.
- Hyper links established.
- Feature articles included.
- Webpages designed and tested.
- Design of online survey.
- Outreach to identify training resources.

Outcomes:

- www.Culturalcompetence2.com
- Inquiries made indicate use of website by students and professionals seeking resources and additional tools.
- Additions to Directory can be made on an ongoing basis.

Training/Science – Math & Science Research and Training

Applicant: Chicago State University
Ivy M. Dise Dunn, Ph.D., Assistant Professor of Psychology

Proposal Objectives: To develop a website that appeals to undergraduate psychology students of color. CSU students will implement the project under faculty supervision.

Amount Requested: \$6,080

Amount Granted: \$5,200 (student travel not funded)

Matching Funds: \$1,000 from CSU chemistry department; \$2,000 from APA/NIGMS grant # IT36GM08640

Project Final Report (summary): The purpose of the project was to construct a website for undergraduate students majoring in psychology and related bio-behavioral sciences. Members of ethnic minority groups that are under represented in science professions were of special interest. The website provided a way to communicate collectively with students on important issues. Internet technology was used to improve student mentoring, student tracking, research training, networking among students, and resource sharing among institutions.

Problem(s) addressed:

- Inability to locate and communicate with students resulted in several problems.
- Difficult to track the progress of minority students from the early stages in the collegiate pipeline.
- Minority students have difficulty networking with peers and establishing mentoring relationships with professionals.
- Undergraduates often lack information that would improve their chances for graduate school admission. No central source for students to obtain information concerning internships, summer programs, graduate programs, and graduate school funding.
- No direct way for organizations to reach targeted student populations.

Project Goals:

- Development of website.
- Implementation of student listserv.
- Evaluation of website.

OEMA COMMUNIQUE

- Training.
- Networking Among Students.
- Communicating with Students.
- Mentoring.
- Resource Sharing.
- Student Tracking.
- Entrepreneurship

Outcomes:

- Development of website: www.csu.edu/psychology/life.htm
- Implementation of student listserv: UPSYCH-L@CSU.EDU with over 100 subscribers.
-

Training: An ongoing project was created where students can improve technical and other skills that are necessary to succeed in school. The objective is not for students to become professional web developers. Instead students were challenged to improve their writing, research and computer skills. Three students learned basic web development.

Networking Among Students: The website and listserv provided a means for students to meet, share, converse, and collaborate. These peer interactions stimulate learning and help alleviate feelings of isolation that minority science students often feel at predominantly white institutions.

Communicating with Students: Organizations send information over the listserv concerning scholarships, internships, graduate programs, and jobs. Students also send messages to listserv subscribers Technology to support a student chat room on the website is expected to be completed at CSU during the spring semester 2001.

Mentoring: Links to other internet sites make it easy for undergraduates to find professional people of color in science careers. Future chat room developments will allow students to converse directly with faculty members and individuals at various organizations.

Resource Sharing: Resources allocated to train minority psychology students were shared among institutions. Cost saving resulted from a reduction in duplicated efforts. CSU and Truman College, a two year city college agreed to share cost . The website and the listserv will be publicized at TC to encourage students to use the website.

Student Tracking: Having access to the website is an incentive for students to regularly update their email addresses. Typically, CSU students continue to subscribe to the listserv even after graduation. A new version of the website will be installed during the spring semester of 2001. The updated version will have a guest book to collect registrant demographics such as gender, ethnicity, academic major, and year in school.

Entrepreneurialship: An unexpected outcome is that chairs of CSU departments of Chemistry and African American Studies requested that some of their students learn web development and develop webpages. Consequently, we now have a professional workstation where students respond to various department and faculty request to prepare various types of auditory and visual stimuli for use in experiments as well as on the internet.

Applicant: Rutgers University (Academic Foundation Center)
Connie R. Wibrowski, Ph.D.

Proposal Objectives: (1) To broaden the "Training for Research in Psychology" program (TRIP) for undergraduate minority students, (2) to provide APA membership for selected minority students; (3) to create a Psychology Resource Center; (4) access to additional publications, e.g., *Psychology Today*; (5) minority student attendance at the 2000 APA Convention, and (5) a small student stipend.

Amount Requested: \$5,615

Amount Granted: \$4,615 (student travel not funded). Another \$3,710 was contributed in the form of in-kind contributions from Rutgers University.

Project Final Report (summary): The Academic Foundation Center designed and implemented a scientific research and training program, and retention strategy, *Training and Research in Psychology* (TRIP) for EOF students majoring in psychology. The program was implemented in collaboration with the psychology Department's minority Biomedical Research Support (MBRS) program, funded by the National Institute of Health (NIH). Sixteen EOF students, undergraduate psychology

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majors, were involved in the *Training and Research in Psychology* (TRIP) program. The students attended scientific lectures, participated in research projects, received copy of the APA publications manual, a subscription to *Psychology Today*, and a one year student membership to the American Psychological Association. Students attended a series of research education luncheons that featured seminars with visiting scientist presenting and discussing their research. Institutions represented included: Rutgers University Psychology Department; The Center for Molecular and Behavioral neuroscience; University of Medicine and Dentistry of New Jersey; University of Tlaxcala, Mexico.

Problem(s) addressed:

- Inadequate undergraduate support systems.
- Inadequate communication between faculty and students
- Inadequate knowledge of career opportunities in the fields of psychology.
- Inadequate exposure to psychology research projects .
- Inadequate undergraduate training in research in psychology.

Project Goals:

- To increase participants' knowledge of and interest in diverse fields in psychology.
- To expose participants to new ideas, resources, and potential careers in psychology.
- To demonstrate the relevance of their learning experiences in the field of psychology.
- To increase the retention of minority students in Rutgers undergraduate psychology program.
- To increase TRIP participant's opportunity for recruitment into the MRBS program as graduate • d o c t o r a l students.
- To provide training in research settings that would enhance student's skills to conduct research.

Outcomes:

- Seven seminars coordinated and hosted by MRBS and TRIP.
- Of the sixteen students in the TRIP program, five students graduated with psychology degrees, ten remain at Rutgers University as psychology majors and one transferred into another college within Rutgers University.
- Two graduates were accepted into graduate programs.
- Program served as a springboard for research opportunities and allowed students to work with experienced researchers.
- The TRIP program proved to be a valuable support network for minority students.
- TRIP students were exposed to new areas of psychology and the many varied professions available within the sciences.

Faculty – Professional Development

Applicant: Our Lady of the Lake University
Joan L. Biever, Ph.D., Professor and Chair of Psychology

Proposal Objectives: To develop a model training program for bilingual psychologists; seek to identify the training needs of bilingual psychologists by replicating and expanding a previous survey to San Antonio psychologists related to training experiences and needs of bilingual psychologists. Respondents will be an international sample of approximately 200 self-identified bilingual U.S. and Quebec psychologists. Results will inform future (bilingual) program; a directory of bilingual psychologists will be produced.

Amount Requested: \$3,750

Amount Granted: \$3,750

Project Final Report (summary): This research project is an extension of an earlier survey conducted with Spanish/English bilingual psychologists in San Antonio, TX. Result of the previous research indicated that bilingual psychologists did not believe that they received adequate training in providing psychological services in Spanish. The respondents overwhelmingly endorsed the need for specific training in this area.

The data derived from this project will be used to develop a model for the training of bilingual psychologists so that they are able to provide equally competent services in both languages.

Problem(s) addressed: The need for culturally sensitive and linguistically appropriate mental health services is mandated by the APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. Yet training issues for psychologists who provide services in languages other than English (or the language of their training) have

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not been specifically identified and addressed in the literature. We believe that the lack of attention to the training of bilingual psychologists is the result of an implicit assumption that psychologists who are conversationally proficient in a language other than English can easily transfer professional skills and knowledge to their work with clients in that language. Our experience has been that this is not the case. Both heritage speakers and immigrants who obtained their training in this country report difficulty providing psychological services in a language other than their language of training. This finding is consistent with the work of bilingual educators such as Cummins (1984) who argue that proficiency at the conversational level in a language does not guarantee that cognitively complex tasks can be conducted in that language, i.e., academic learning and professional skills do not automatically transfer from one language to another.

Project Goals: The goal of this project is to better understand the training needs of bilingual providers of psychological services.

Methods of Accomplishment:

May-September, 1999

- Developed a mailing list by:
- Requesting the names of bilingual providers of psychological services from the Office of Ethnic Minorities Affairs's Job Bank database.
- Requesting names of bilingual psychologists through professional listservs including:
- APA practice directorate
- Training directors of Counseling, Clinical, and School Psychology programs
- Announcement of the research project in the Quebec Psychological Association newsletter.
- Modified the questionnaire used in research with Spanish/English bilingual psychologists for use with psychologists who spoke any two languages. Pilot testing was conducted to refine the wording and language to make the questionnaire easier to read and understand.
- Approval for the project was granted by the university IRB on July 10, 1999.

October--November, 1999

- Mailed 705 questionnaires. A reminder notice will be sent in mid-January to those who have not returned their questionnaires.
- Developed SPSS database and entered data from questionnaires as they are returned.

January--March, 2000

- A second mailing of 474 packets was sent to those who had not responded to the first mailing.
- A total of 183 completed surveys were returned and entered into a SPSS database. 73 packets were returned due to incorrect addresses and 63 were returned as the recipient was either not bilingual or not a provider of psychological services.

April--July, 2000

- Preliminary qualitative analysis of the questions that required a narrative response was completed.
- Participants were selected for the in-depth phone interviews.
- The format and opening questions for the phone interviews was developed.

August--December, 2000

- Ten telephone interviews were conducted.
- A bilingual transcriptionist was hired to transcribe the audio tapes of the interviews.

Procedures: Statistical analysis of the questionnaire data will be completed by March 2001. Qualitative analysis of the interview data will be completed by June, 2001. We plan to prepare a presentation based the results of this study to submit for the 2002 APA Convention.

Outcomes:

Demographics

Of the 183 respondents, 158 had Ph.D.s and 25 were doctoral students; 154 received their training in English while 7 received training in another language and 22 did not respond to this question. Spanish was the most common language with 137 respondents listing Spanish as their first or second language. The year the highest degree was received ranged from 1950 to 2000. Fifty percent received their degrees in 1983 or earlier.

Directory

121 respondents who returned surveys gave permission to include their names in a directory of bilingual providers of psychological services. Languages represented include (some respondents indicated more than one language): Spanish-97, French-8, Mandarin-7, Taiwanese-3, American Sign Language-3, Cantonese-2, Chinese-2, Haitian/Creole-1, Hindi-1, Portuguese-1 other-8. The directory will be completed by March 1, 2001.

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Applicant: The Clinical Psychology of Minorities (Div 12, Section VI)
Jean Lau Chin, Ed.D., Newsletter Editor

Proposal Objectives: The production and dissemination of 1999 newsletters that will focus on ethnic minority /multicultural concerns in clinical psychology.

Amount Requested: \$2,000

Amount Granted: \$2,000

Project Final Report (summary): The 1999 newsletter "Redefining Community Oriented Clinical Health Psychology" features model training programs preparing ethnic minority students for practice in the public sector and inform students about internships providing culturally competent training for working with minority populations. The newsletter focuses on multicultural leadership to promote (1) academic excellence within a multi cultural urban environment, (2) forging of partnerships with traditional educational agencies and community based organizations, and (3) integration of professional education with public service.

Mentoring

The Importance of Mentoring

by Craig W. Gruber, PhD, Chairperson, APA Committee on Teachers of Psychology in Secondary Schools (TOPSS)

When I was asked to write this column, I thought that I had better do some fact checking. As of 1996, 36 thirty-six percent of high school students were considered members of ethnic minority groups (National Center for Education Statistics), and this number is consistently increasing. While an ever-increasing number of high school students are taking psychology in the high schools, only 23.52% of bachelor's degrees conferred in psychology in 1996-97 went to ethnic minority students (NCES, table 270). Furthermore, when examining the numbers of ethnic minority students earning master's degrees or doctorates, minority representation falls to 19.47% (NCES, table 273) and 15.98%, respectively (NCES, table 276).

It appears that ethnic minorities are leaking out of the education pipeline, especially in psychology. When most students may have their only exposure to psychology in the high school classroom, it is more important than ever to present students with the diversity that our discipline must address. Specifically, I urge everyone to do what I encouraged the members of APA's Committee on Ethnic Minority Affairs (CEMA) to do back in September 2000, and that is to find the high school near you, contact the psychology teacher, and talk to the students there about careers in psychology. It goes without saying that it is essential for ethnic minority high school students to hear about the discipline from ethnic minority professors, scholars, and practitioners working in the field.

I believe that mentoring students can be one of the most important and beneficial parts of an academic life, for both students and adults.. This is an opportunity for you to get involved in the academic life of a student, and, perhaps, spark in them the curiosity in human behavior that has brought you to the profession. There are publications at APA that can help. Perhaps most relevant would be the *Guidebook for High School Students of Color*. This can be found on-line at www.apa.org/pi/publicat.html, along with a plethora of other resources.

The current state of psychology is one of which we can all be proud, but with some effort on all our parts, we can improve the state of our discipline. APA has approved the *National Standards for the Teaching of High School Psychology*, and TOPSS has a number of new initiatives this year, namely, making better teachers and helping to train new teachers of psychology. It is my hope that a large number of these new teachers will be ethnic minorities. Over a million high school students take psychology in high schools each year and what better way to introduce ourselves and our discipline than to take advantage of the opportunity presented in local high schools.

The timing could not be better, and your impact could not be greater. Even with the *Standards*, and, most recently, the "Cross-Cultural Psychology Unit Lesson Plan", TOPSS can only provide so much. I know from experience that students respond well to "real" people, and what could be more real than making individual contact to let the future psychologists know what is in store for them. The opportunity is real, and is one that should not be passed up. The opportunity is here and what better way to start off the new year than by making an impact on the futures of both psychology and students.

References

National Center for Education Statistics [Available on-line], <http://nces.ed.gov/pubs99/condition99/indicator-46.html>

Diversity Project 2000

Update on DP 2000

Diversity Project 2000 is a mentoring and leadership program designed to nurture the development of psychologists for a global community. Program participants represent the diverse ethnic and racial population groups that comprise the culturally pluralistic community across our nation.

The following is a brief summary of the program and an update on the current activities of the DP 2000 Summer Institute graduate student mentors. The latter catered to 20 student participants from across the country during the August 2-5, 2000, APA Annual Convention in Washington, DC.

The DP 2000 participants were exposed to a program that included leadership exercises, career choices in psychology, networking with professional psychologists, and a tour and presentations at the American Psychology Association's head office. Presentations included Dr. Lillian Comas-Diaz on *Role reversal in the psychologist of color- white client dyad* and Dr. Nicole Alford, forensic psychologist, on *Psychology and the law*. In addition, the participants heard from Dr. Kim Nickerson, Assistant Director, about the APA Minority Fellowship Program (MFP), Drs. Helen Scott, Kimberly Jeffries Leonard, and Anita Brown on the OEMA-administered school violence prevention project, and Drs. Lula Beatty and Carolyn Furr-Holden on research opportunities in the NIDA/NIH (National Institute of Drug Abuse/ National Institutes of Health).

The program included lunch at the George Washington University-Marvin Center with the dean of the School of Arts and Sciences, Dr. Lester Lefton, the chairman of the department of psychology, Dr. David Silber, and other professors of psychology. Participants visited the Howard University Campus including the new million dollar ilab (information laboratory), the book store, founders library, and the Van Ness campus. At Van Ness, participants were provided with lunch and presentations on the Center for Drug Abuse Research (CDAR) and the Center for Research on the Education of Students Placed at Risk (CRESPAR). Presenters included among others, Drs. Jean Bailey, Velma La Point, and Robert Jagers of the CDAR and CRESPAR programs.

We are proud to introduce you to the following graduate students who served as mentors for the summer institute:

Teresa Wanda Proctor, is an alumna of the DP 1994 program and is currently a graduate student at Bowie State University in the Guidance and Counseling program. Wanda spends three days a week counseling children with serious emotional and mental issues at Morningside Elementary school as part of her graduate internship program, while also working on her research and thesis. She works for a family-owned consulting company part-time that lobbies local, state, and federal agencies and is a full-time mother of two pre-teen children. She has "...no life outside of the above". Her contact is pmcwanda@aol.com.

Orville Jackson III, a former DP 2000 student, has been busy recently preparing his data to present at the Society for Neuroscience annual meeting in New Orleans. Orville stated recently that he has ... "been spending the last couple of months trying to make sure my data are good to go. I'm on the verge of finishing this experiment which has been a burden from day 1!. In a few days it'll be over except for the write-up, and you better believe I will be one happy grad student".

Apart from his doctoral research at Harvard, Orville is teaching a seminar on general psychology for sophomores, which he is enjoying, and teaching 3 units on visual perception, emotion, and learning and memory (his favorite!). He just moved into a new apartment..."Rent continues to be exorbitant here" he states, and on October 29 he celebrated his 30th birthday. So far he claims that... "the mantle of aged wisdom has yet to settle on my shoulders though, I'll give it a few days". Orville will be the co-director of the 2001 DP 2000 Institute. He can be reached at: Orville Jackson III, Department of Psychology, Harvard University, William James Hall, 33 Kirkland Street, Cambridge, MA 02138, ojackson@wjh.harvard.edu, 617/ 496-5909(office), 617/496-3122 (fax).

Tawa Witko, PsyD, also a former DP 2000 student, is currently working as a registered psychologist at the United American Indian Involvement, Inc., teaching part time at Fullerton Community College, and (as if that weren't enough) is also working

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on her first book. Tawa has secured all the authors for her book and sent out a prospectus to five different publishers from whom she is awaiting feedback. It takes about 4 to 6 weeks, she states. In the meantime she is trying to have a life, she does not know how good a job she's doing but claims that "I am trying... You can put in your article that I am psychotic." Tawa will also be a co-director of the 2001 DP 2000 Institute. Her e-mail address is witkotm@aol.com.

Keith W. LeQuay, is surviving another semester in the Social Psychology Doctoral Program at Howard University. He is laboring on a thesis project at this time while engaged part-time at the APA's Office of Ethnic Minority Affairs (OEMA) on their National Institute for General Medical Sciences-sponsored minority biomedical training grant. Keith is looking forward to his comprehensive exams in the spring, continuing research work on drug dependency data for an Employee Assistance Provider, and developing his research on "sense making" in organizations. He eagerly anticipates his re-acquaintance with life outside of a graduate program. His e-mail address is klequay@howard.edu.



SCIENTIFIC PSYCHOLOGY AND COMMUNITIES OF COLOR

News From the Science Directorate: Academic Enhancement Initiative —What Is It?

by Merry Bullock, PhD, Associate Executive Director for Science, APA

Last summer, the APA Council of Representatives approved a new set of programs that together are called the Academic Enhancement Initiative (AEI). You may be wondering -- what is this initiative all about? The bottom line is that it is a significant boost of new money to support new and exciting programs targeted to psychological scientists. Why such an initiative, and why now? In part, the answer is that it is crucial to keep our science base stocked with the best and the brightest and the most diverse group of psychologists possible—and APA's programs are designed to help in that process. The initiative will include activities spearheaded by the Science, Education, and Public Interest directorates that will be aimed at all levels of an academic life—from undergraduate to graduate to junior and senior faculty levels. Indeed, one of the innovative things about the initiative is that it will adopt a targeted approach to design and deliver activities and programs that are just right for academic scientists at different career stages.

What will the Academic Enhancement Initiative do?

First, AEI will allow two programs that have been wildly successful to continue. These are the 6-year-old Summer Science Institute and the new Advanced Training Institute. Neither had funding beyond this year, and the AEI funds will sustain them both.

The Summer Science Institute is a week-long, intense, hands-on immersion in psychological science targeted to college freshman and sophomore science students— those bright people who are committed to science but not necessarily to psychology. The goal of the institute is to show them the excitement and potential of psychological science and to attract them to graduate training and careers. Thus far, more than 150 students have participated, and all reports are that the experience changes lives!

The Advanced Training Institutes, begun just this year, will provide training to psychological scientists that would not ordinarily be available in a university department—in new methods, new directions, and new paradigms in psychological science. The first ATI on brain imaging (MRI) was a strong success from all reports, and will be repeated in 2001. Other training institutes that are being considered are on new and emerging statistical techniques, genetics and gene studies; neuroanatomy, and methodologies for integrating cultural and cross-cultural perspectives into research. Staff members who are planning programs welcome suggestions and input on these seminars, and welcome knowing about already existing programs that could be adapted or tailored to the ATI program (contact mshors@apa.org).

Other AEI activities in the planning stage include programs targeted to younger faculty. One, Early Career Awards for Ethnic Minority Faculty, will address a hurdle that stumps many young scientists—getting that first grant. The awards will be designed to provide resources—seed money for pilot data or research assistance, mentoring, and training to make the first large grant application a success. Another, Preparing Future Faculty, is focused on training in the skills needed to make the transition from graduate student to productive teacher and department member.

For more information on current activities in the Science Directorate, please visit our Web page (www.apa.org/science/!).

Decade of Behavior Officially Launched at Capitol Hill Event

In Fall 2000, in a setting reminiscent of the pomp and grandeur of times past, a group of politicians, policymakers, citizens, scientists, and representatives from scientific and professional groups joined in a high-tech celebration. The occasion was the formal launch of the Decade of Behavior, the initiative you have watched grow in scope and definition over the last 2 years. Its goal, to highlight how behavioral and social sciences research will help address the challenges our society is facing now and in the future, came a little closer to realization as politicians and policymakers listened and learned.

The sense of a new era of cooperation and communication between science and the public, and between science and policy, was echoed in remarks made to celebrate the opening. Rep. David Price (D-NC) commented: "There is a lot going on in the social sciences, and it has a tremendous potential for human betterment, to contribute to good public policy and to enlightened attitudes on the part of our citizenry... By understanding behavior, we hope that we can improve human behavior and that society will benefit."

After reading congratulatory remarks from President Bill Clinton, Price continued: "I invite your cooperation and collaboration in future years, as we attempt to hold up our end of the bargain here in the Congress and in the federal government and to make the Decade of Behavior all that it can be for our country and its people."

This call was repeated by Rep. Brian Baird (D-WA), who said: "What this Decade of Behavior is about is giving social science away... taking the information that you develop in your research... clinical work... applied work... consulting, and bringing it to the governmental process, to inform governmental decision-making. That's what is so exciting about the Decade of Behavior. I personally believe that if we can apply what we have learned in the behavioral sciences... we can save this nation billions of dollars over the coming decade, if we apply ourselves well, if we do good research, and if we apply that research to public policy. And if we do that, we'll have performed a great service to this great country."

It was not hard to be infected with the sense of optimism about the potential of behavioral and social sciences to meet this challenge. Thirteen research exhibits, presented in engaging and interactive displays, showcased leading behavioral and social scientists whose research addresses each of the five major themes of the initiative—improving health, increasing safety, improving education, increasing prosperity and promoting democracy.

Now that it is officially launched, the Decade will begin its work in earnest—this includes a multifaceted public education campaign about the importance and relevance of behavioral and social science research findings, programs to increase interaction and collaboration across the behavioral and social sciences, and efforts to translate research findings into the public policy arena.

Many projects and events are planned over the next several years. For more information about the Decade of Behavior, log on to www.decadeofbehavior.org.



CLINICAL PRACTICE AND COMMUNITIES OF COLOR

Booklets Available on Rights and Responsibilities of Test Takers: Guidelines and Expectations

Did you know you have the right to know if a test is optional and learn of the consequences of taking or not taking the test? Did you know you have the right to receive an explanation of your test results in commonly understood terms? Did you know you have the responsibility to inform the appropriate people if you believe the testing conditions affected your results? These are just a few of the 20 rights and responsibilities the Joint Committee on Testing Practices says you should have.

The Joint Committee on Testing Practices (JCTP) is pleased to announce the release of its latest publication, *The Rights and Responsibilities of Test Takers: Guidelines and Expectations*. The Joint Committee on Testing Practices is a cooperative venture sponsored by a number of professional associations: the American Counseling Association, the American Educational Research Association, the American Psychological Association, the American Speech-Language Hearing Association, the National Association of School Psychologists, and the National Council on Measurement in Education.

The Rights and Responsibilities of Test Takers enumerates 10 rights and 10 responsibilities that all test takers share in most settings where tests and assessments are used. These rights and responsibilities have been printed on a convenient bookmark for ease of access by students and other test takers. A second document elaborates those same rights and responsibilities to clarify each for professional test users. This document is available as a booklet from the Testing and Assessment Office, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, 202-336-6000, or testing@apa.org. Both test taker rights and responsibilities documents are also available on the Web at www.apa.org/science/ttrr.html. The documents are not copyrighted in order to be maximally available to those concerned about testing.

Because of their widespread use, tests and assessments have been increasingly subject to question in the media. The membership of the Joint Committee on Testing Practices consists of individuals in professions who receive substantial training in the proper development, administration, and use of tests and assessments and whose professional work often involves tests and assessment to a significant degree. JCTP's work reflects concern for both proper testing practices and test takers themselves.

The Joint Committee on Testing Practices has produced a number of documents and items, including the *Code of Fair Testing Practices in Education*; two books, *Assessing Individuals with Disabilities* and *The Responsibilities of Test Users*; and a videotape, *The ABC's of School Testing*. Each of these documents advances the mission of JCTP. The Working Group of the Joint Committee on Testing Practices that developed this document was chaired by Dr. Kurt F. Geisinger, Academic Vice President and Professor of Psychology, at Le Moyne College in Syracuse, New York and Dr. William D. Schafer, Professor of Education and Measurement at the University of Maryland. The working group was composed of approximately 15 distinguished professionals representing the diversity of professions and vocations as implied by the membership of JCTP.

For more information, please contact the Testing and Assessment Office, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, 202-336-6000, or testing@apa.org.



As a test taker, YOU have the RIGHT to:

- Be informed of your rights and responsibilities as a test taker.
- Be treated with courtesy, respect, and impartiality, regardless of your age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics.
- Be tested with measures that meet professional standards and that are appropriate, given the manner in which the test results will be used.
- Receive a brief oral or written explanation prior to testing about the purpose(s) for testing, the kind(s) of tests to be used, if the results will be reported to you or to others, and the planned use(s) of the results. If you have a disability, you have the right to inquire and receive information about testing accommodations. If you have difficulty in comprehending the language of the test, you have a right to know in advance of testing whether any accommodations may be available to you.
- Know in advance of testing when the test will be administered, if and when test results will be available to you, and if there is a fee for testing services that you are expected to pay.
- Have your test administered and your test results interpreted by appropriately trained individuals who follow professional codes of ethics.
- Know if a test is optional and learn of the consequences of taking or not taking the test, fully completing the test, or canceling the scores. You may need to ask questions to learn these consequences.
- Receive a written or oral explanation of your test results within a reasonable amount of time after testing and in commonly understood terms.
- Have your test results kept confidential to the extent allowed by law.
- Present concerns about the testing process of your result and receive information about procedures that will be used to address such concerns.

As a test taker, YOU have the RESPONSIBILITY to:

- Read and/or listen to your rights and responsibilities as a test taker.
- Treat others with courtesy and respect during the testing process.
- Ask questions prior to testing if you are uncertain about why the test is being given, how it will be given, what you will be asked to do, and what will be done with the results.
- Read or listen to descriptive information in advance of testing and listen carefully to all test instructions. You should inform an examiner in advance of testing if you wish to receive a testing accommodation or if you have a physical condition or illness that may interfere with your performance on the test. If you have difficulty comprehending the language of the test, it is your responsibility to inform an examiner.
- Know when and where the test will be given, pay for the test if required, appear on time with any required materials, and be ready to be tested.
- Follow the test instructions you are given and represent yourself honestly during the testing.
- Be familiar with and accept the consequences of not taking the test, should you choose not to take the test.
- Inform appropriate person(s), as specified to you by the organization responsible for testing, if you believe that testing conditions affected your results.
- Ask about the confidentiality of your test results, if this aspect concerns you.
- Present concerns about the testing process or results in a timely, respectful way, if you have any.

National Congress for Hispanic Mental Health Seeks Ways To Address Mental Health Needs of Hispanics

Hispanics would receive improved mental health services under a new action plan by the Substance Abuse and Mental Health Services Administration (SAMHSA). Participants in the National Congress for Hispanic Mental Health (NCHMH), which met in March 2000, called for appointing Hispanics to key leadership positions at all levels of government, and recruiting them to work at all skill levels within the mental health workforce. They also proposed the creation of a national organization for Hispanic mental health. The plan focuses on four areas, which mirror goals of the mental health advocacy community:

- ❖ Assuring access to mental health care and supportive services. This includes mental health insurance parity and reaching out to Hispanic consumers.
- ❖ Conducting relevant applied research to inform service delivery. Hispanics must be included in psychopharmacological testing.
- ❖ Improving human resources and training the next generation. Strategies must be developed to attract Hispanic youth to mental health careers. Primary care providers should be better trained in mental health.
- ❖ Ensuring accountability. This includes all systems that interface with mental health, such as justice, welfare and education.

The NCHMH is interested in collaborating with others to help implement these goals. Please contact Josie Graziadio, SAMHSA, 301/443-8956; www.samhsa.gov.



VIOLENCE PREVENTION AND COMMUNITIES OF COLOR

School Violence Statistics

by Helen K. Scott, DPA, APA Project Administrator

Central Coordination Project of the School Violence Prevention Interactive Multimedia Software Projects

According to the *Indicators of School Crime and Safety Report, 2000*:

“Every year, some students are threatened or injured with a weapon while they are on school property. The percentages of students victimized in this way provide an important measure of how safe our schools are and how this is changing over time. During the years, 1993, 1995, and 1997, about 7 to 8 percent of students reported being threatened or injured with a weapon such as a gun, knife, or club on school property.”

“Bullying contributes to a climate of fear and intimidation in schools. Students ages 12 through 18 were asked if they had been bullied (that is, picked on or made to do things they did not want to do) at school...“Students in lower grades were more likely to be bullied than students in higher grades...”

“Some of the crimes committed against students involve violence, while others involve their property. In both 1995 and 1999, public school students were more likely to report having been victims of violent crime during the previous 6 months than were private school students.”

School violence not only involves crime among students, but also involves violent acts against school administrators, as noted in the *Indicators of School Violence Report, 2000*. “Students are not the only ones who are victims of crime at school. Teachers in school can also be the targets of violence and theft. In addition to the personal toll such violence takes on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether. Information on the number of crimes against teachers at school can help show how severe and widespread the problem is. Over the 5-year period from 1994 through 1998, teachers were the victims of approximately 1,755,000 nonfatal crimes at school, including 1,087,000 thefts and 668,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault ... On average, this translates into 351,000 nonfatal crimes per year, or 83 crimes per 1,000 teachers per year. Among the violent crimes against teachers during this 5-year period, there were about 80,000 serious violent crimes (12 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, this translates into 16,000 serious violent crimes per year. The average annual violent crime rate for teachers at school varied by gender. Over the 5-year period from 1994 through 1998, male teachers were more likely to be victims of violent crimes than female teachers.”

These are a few of the facts that the APA Central Coordination Project and its Collaborating Partners focus on as they continue their work to develop multimedia school violence prevention products. As reported in the July 2000 issue of *Communiqué*, the coordination project is managed by OEMA, with funding provided by the Center for Mental Health Services (CMHS) of the Substance Abuse and Mental Health Services Administration (SAMHSA).

In 1999 CMHS awarded seven contracts to several private, public, and nonprofit organizations for the purpose of creating a collaborative venture that would conduct research, develop state-of-the-science documents, and design, develop, pilot test, and disseminate interactive multimedia software products in the schools. OEMA provides central coordination to the collaborating partners to assist in consensus building and strengthening of collaborative relationships among and between the various contractor teams.

The Central Coordination Project (CCP) and Collaborating Partners (CP) have completed a series of discussion groups with youth at 15 sites across the United States. These groups were used to explore knowledge content that will be used to drive the development of the story line and contextual development of characters of the multimedia product.

In December 2000, the CCP/CP met to discuss the status of their work to date. Some of the preliminary outcomes include: (a) development of a master work plan with project benchmarks and timelines, (b) sharing of project updates, and, (c) provision of technical assistance related to a variety of text development issues.

The third contract awarded to OEMA on this project came in September 2000. OEMA has been tasked to provide technical assistance and oversight for the development of user's guides that will accompany the multimedia product. The guides are to be developed by teams at the following minority serving institutions: Dull Knife Memorial College (MT), Hampton University (VA), and Florida International University (FL).

PSYCHOLOGY AND RACISM

Race-Related Police Violence: Mental Health Approaches to Prevention and Intervention

Report on a symposium of the American Orthopsychiatric Association
by David Rollock, PhD, Purdue University

On June 9, 2000, the American Orthopsychiatric Association held a 1 day symposium to address problems of the psychological aftermath of violence perpetrated by law enforcement personnel on people of color in the United States. The symposium brought together mental health practitioners, researchers, and law enforcement personnel to identify the dimensions of the problem(s), share research findings and practical expertise, and pose questions about what still needs to be understood. Although panelists offered numerous important anecdotes, perspectives, and suggestions, many of these fell under five general themes.

1. Inseparability of victims' experiences from understanding perpetrators. Although the focus of the symposium was on the **victims**, a great deal of time was spent on the psychology of the **perpetrators**, and the conditions that give rise to violent confrontations with police in communities of color.
2. Prescriptions depend on the form of police misconduct. Dr. Bell's keynote address suggested that the prevention and interventions for these difficulties must be tailored to the specific **source** of the difficulty. For example, violence stemming from individual psychopathology, institutional racism/systemic "wars on crime," protection of police corruption, or mob violence (as in the Rodney King beating) may require different preventative measures and prescriptions for persons of color.
3. Socialization tasks for parents of color. Facing the approach-avoidance dilemma of the need for protection from crime and the real potential for race-related police misconduct, many parents of color must prepare their children with respect for law but wariness of police, adaptability and resistance to realities of racism, and conflict resolution skills so that police do not *have* to be called or ease contact when they are.
4. Services for victims. Both law enforcement personnel and members of ethnic minority communities must be encouraged to make better and more effective use of available mental health resources.
5. Need for research. Systematic information must be collected on the types of negative confrontations between police and persons of color, the impact of police diversity training, and types of police-community collaboration that maximize both crime reduction and comfort within communities of color.

The steering committee for the event included **Gale Siegel** of the American Orthopsychiatric Association, **Luis Zayas, PhD** of Fordham University, and director of its Center for Hispanic Mental Health Research, **James Dobbins, PhD**, from Wright State's School of Professional Psychology, and **David Rollock, PhD**, from Purdue University's Department of Psychological Sciences.

The Symposium

The event was held at Fordham University's Lincoln Center campus and opened with remarks by the father of Amadou Diallo, an unarmed immigrant from Guinea who had been shot to death by New York City police. Psychiatrist Carl Bell, well known for his efforts at violence prevention among ethnic minority Chicago youth, delivered the keynote address. An invited panel of experts included psychologist **Jewelle Taylor Gibbs, PhD**, of the University of California at Berkeley, **Lt. Grace Telesco** of the New York City Police Department and a master's level psychologist at John Jay School of Criminal Justice, City College of New York, as well as Dr. Zayas, introduced by Dr. Rollock and moderated by Dr. Dobbins. The heart of the symposium was a series of roundtables covering aspects of the victims' experience of race-related police violence. Roundtable topics included child and adolescent prevention and intervention, adult prevention and intervention, family issues, community response and resilience, epidemiology and basic research, and interventions with public safety personnel. Leaders spanned mental health and related disciplines.

Why Another Look at Police Misconduct?

Highly publicized episodes of law enforcement violence and misconduct already have prompted important policy and social science research on these incidents, their perpetrators, and problematic practices. At the same time, there has not been comparable appreciation of the mental health impact of such incidents on their victims, although there is ample anecdotal evidence that direct and indirect exposure to such stressors has serious effects. The symposium was intended as a first step

to promote multidisciplinary attention to the mental health consequences of violent confrontations with police in communities of color and propose prevention and intervention “best practices” to ease the toll on victims.

Taking a Position on Racial Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement

In August 1999, APA's **Lori Valencia-Greene** of the Public Interest section of the APA Public Policy Office, presented her usual semiannual update of public policy initiatives in the U.S. Congress to the Executive Committee of the Society for Psychological Study of Ethnic Minority Issues (APA Division 45). She mentioned that racial profiling was beginning to be a “hot” topic of special interest to the Congressional Black Caucus. **Joseph E. Trimble, PhD**, the Division 45 president at that time, remarked that APA needed to weigh in on that issue and asked Valencia-Greene for ideas.

One year later, in August, 2000, **Lisa M. Porche-Burke, PhD, and Teresa D. LaFromboise, PhD**, the Division 45 representatives to the APA Council of Representatives (C/R), commanded the floor of the Council and introduced New Council Business Item 32F, “A resolution on racial profiling and other law enforcement activities.” Cosponsors of the resolution were C/R representatives of Divisions 12 (**Diane J. Willis, PhD** - Clinical), 17 (**Linda Forrest, PhD, and Janet Helms, PhD** - Counseling), 35 (**Laura S. Brown, PhD** - Women), 40 (**Antonio E. Puente, PhD** - Clinical Neuropsychology), and 44 (**Terry S. Gock, PhD** - Lesbian, Gay & Bisexual Issues).

Consistent with the rules of Council, the new business item was referred to APA's Agenda Planning Group, which assigned the APA Committee on Ethnic Minority Affairs (CEMA), chaired by **Asuncion Miteria Austria, PhD**, as the lead referee group responsible for shepherding the item through the APA governance structure for review and comment and ensuring the development of a companion justification statement – both of which are required prior to Council's formal consideration of adoption. At its September 2000 meeting, CEMA decided that every effort should be made to put the resolution on a fast track. And so, right then and there, CEMA conducted a conference call with the Division 45 C/R representatives to develop a strategy and timetable for “fast-tracking” the resolution. Implementation of the strategy would be the responsibility of the Division 45 C/R representatives and CEMA members **Jeffrey S. Mio, PhD, and William D. Parham, PhD**.

Within 6 weeks, a scholarly justification statement was prepared that elaborated the issues and problems surrounding racial profiling as well as the contributions that psychology could make to advancing needed research and solutions. The initial proposed resolution was reviewed by a large number of APA committees and boards. Expressed comments and concerns were used as the basis for drafting a revised resolution. The revised resolution and its justification statement were presented to the APA Board of Directors for review in December, 2000, who recommended its adoption by C/R..

It is anticipated that the APA Council of Representatives will review and adopt the resolution at its February 2001 meeting. APA members are encouraged to call their state psychological association and division representatives to council and urge them to support the adoption of the Revised Resolution on Racial Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement Activities.

We are honored to provide you the full text of the revised resolution and its justification statement.

Proposed APA Resolution on Racial/Ethnic Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement Activities

Whereas psychologists are ethically guided to “respect the fundamental rights, dignity, and worth of all people” (Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, 1992, Principle D, p. 3-4); and

Whereas “psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live” (Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, 1992, Principle F, p. 4); and

Whereas the ways in which people react to racial/ethnic differences between themselves and others may reveal racial/ethnic biases; and that the responses to these biases can “operate without conscious intervention or awareness” (Jones, 1997a; Jones, 1997b; Mio & Awakuni, 2000; Ridley, 1995); and

Whereas some law and security enforcement officers may use stereotypical notions to determine alleged suspects of criminal behavior in a variety of circumstances including: traffic stops, border stops, “out of place” stops such as questioning of racial/ethnic minorities in predominantly White suburban areas and in other locations and venues where law and security

officers might perceive ethnic minorities as being "out of place," disturbances in education environments, and other situations where local, state, or federal law and security enforcement have independent decision-making authority (American Civil Liberties Union, 1999; American Psychological Association, 2000; Bachman, 1996; Government Accounting Office, 2000; Harris, 1997; Irving, 1989); and

Whereas it has been reported that members of racial/ethnic minority groups are stopped by police more often than majority group members (American Civil Liberties Union, 1999; Government Accounting Office, 2000; Wordes, Bynum, & Corley, 1994); and

Whereas it has been reported that of people who are stopped, more African Americans and other racial/ethnic minorities report being treated unfairly as compared to White/European Americans (American Civil Liberties Union, 1999; American Psychological Association, 2000; Cervantes, Salgado de Snyder, & Padilla, 1989; Jackson & Volckens, 1998; Norris, 1992; Vrana & Rollock, 1996); and

Whereas reliable statistics regarding the prevalence of racial/ethnic profiling and other racial/ethnic disparities in law and security enforcement activities and research on related psychological effects on victims and communities of color are quite limited (American Psychological Association, 2000);

THEREFORE, be it resolved that the American Psychological Association (APA) advocates for and encourages research efforts to investigate: (a) the role of racial/ethnic bias and stereotyping in traffic stops, other law enforcement activities, and security activities (e.g., airport and border security); (b) the prevalence of racial/ethnic profiling and racial/ethnic disparities in law enforcement and security activities; and (c) related effects on individuals, communities of color, and law and security enforcement officers and agencies. Also, APA should promote programs to increase awareness of local, state, and federal government officials, as well as the public, about issues and concerns related to racial/ethnic profiling and other racial/ethnic disparities in law and security enforcement. APA also should encourage the development of strong community-police relationships. APA also should promote programs that help law/security enforcement agencies recognize and overcome racial/ethnic profiling and other racial/ethnic disparities in law and security enforcement.

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Justification Statement: Racial Profiling Resolution

Relevance to Psychology and Psychologists and Importance to Psychology or to Society as a Whole

Racial profiling is the practice of targeting people for law enforcement and security examination based significantly on their race or ethnicity. Psychologists as researchers, educators, and practitioners can play an important role in developing guidelines, protocols, and recommendations for prevention, treatment, and evaluation programs that focus not only on individuals (victims and perpetrators) involved in racial profiling and other law enforcement activities characterized by racial/ethnic disparities, but also on the immediate and extended families of both groups, and local communities wherein both the victim and perpetrator reside. In addition, associated effects on more extended communities (e.g., other counties, states, provinces, and countries) that vicariously experience the unjust and sometimes horrific acts of abuse and violence merit investigation.

Documented discriminatory practices of police departments and state troopers directed toward motorists (ACLU, 1999) in several states (e.g., New Jersey, Maryland, Indiana, Pennsylvania, Rhode Island, Oregon, Tennessee, Texas, Wisconsin, and Florida) constitute additional reminders that "skin color" has apparently become synonymous with the presumption of propensity to commit crime.

Outcries from ethnic minority communities regarding disparate passenger search practices at airports also seem supported. Recent reports (U.S. Government Accounting Office, 2000b) clearly point out that passengers of certain ethnic minority groups are more likely than other passengers to be the recipients of more intrusive searches (i.e., strip searched or x-rayed) despite statistics showing they are *less* likely to be transporting contraband substances.

Recently, President Clinton ordered federal law enforcement agencies to collect traffic stop information related to race, ethnicity, gender, and reason for detainment (A Fairness in Law Enforcement, 1999). Additionally, U.S. House Representative John Conyers, Jr. (D-Mich) reintroduced legislation to hold law enforcement officers accountable for routine traffic stops. The *A Traffic Stops Statistics Study Act of 1999* would require police officers to carefully document each routine traffic stop. In addition, under this act the U.S. Attorney General would conduct a study based on traffic stop data collected from law enforcement departments nationwide and report the findings to Congress.

We know that psychologists currently work in the law enforcement system and provide services. Most psychologists working in law enforcement agencies are involved with personnel selection and individual counseling. They are not as likely to be involved in activities to help prevent stereotyping. In a Psychology and Law Enforcement Roundtable (August 4, 2000), it was reported that 50 of the largest cities identified 95 psychologists that were working with their respective departments. This suggests that most departments use more than one psychologist (Scrivner, 1995).

The significance of these potential roles and contributions of psychologists is underscored by the fact that outcries from African American, American Indian, Asian American, and Hispanic/Latino American communities claiming that they are targets of disparate abuse and violence by law enforcement personnel have been given credence recently in the national media (Fletcher, 2000; A Forest Service Order Singled Out Latinos, 2000; A Panel Cites New York Police for Profiling, 2000; Kondo, 2000; Stockwell, 2000; Wang & Wu, 2000). Moreover, the fatal outcomes involving Amadu Diallo (Jacoby, 1999), Tyisha Miller (Fears & Krikorian, 1998), and Anthony Baez (Fletcher, 1997); the torture of Abner Louima by New York police officers (Peterson, 1999), the beating of Rodney King (Mitchell, 1991; Raspberry, 1991; A Victim's Account of the Police Beating, 1991), the gunning down of Latasha Harlin (Coleman, 1997), and the abuses of the Rampart Police Department in Los Angeles, California (O'Neill, 2000) represent acts of power abuse and violence that, heretofore, were downplayed in their importance and in their frequency of occurrence.

The officers involved in the above-referenced situations and the police departments wherein each is employed continue to experience the emotional, psychological, and financial consequences of their decisions to perpetuate violence. The families of each of these officers also have had to endure the consequences of the decisions made.

Community demonstrations have been less evident in cases involving motorist stops and airport passenger search practices. The impact of disparate motorist stops and airport searches on victims is no less important and merits ongoing documentation. Intervention efforts aimed at correcting these abuses of power practices are warranted and at present absent. Critical evaluation of said interventions also are needed.

Nevertheless, from an empirical standpoint, the impact of these abusive, discriminatory, and violent acts and practices remains unknown. Research efforts aimed at addressing the impact of police violence and racial profiling of motorists and airport passengers is clearly needed. Anecdotal reports, however, validate what intuitively feels true: That abuse and violence perpetrated by law enforcement against groups of people based on their race/ethnicity will have an adverse impact on the victim. The victim's immediate and extended families and the community wherein the victim resides also will be affected. The rippling effect continues as the surrounding communities, as well as the state, national, and international communities, receive

information about these abusive and violent acts via the media. The discriminatory and disparate practice of abuse and violence directed toward racial groups also will have an adverse impact on the perpetrator, the perpetrator's work unit and department, and the perpetrator's family.

Witness the aftermath of the Rodney King verdict. Massive civil unrest erupted in the streets of Los Angeles in response to the acquittal of the four officers involved in the incident. Community demonstrations fueled with angry emotions came on the heels of the Amadu Diallo, Abner Louima, and LaTasha Harlin situations. The families of the victims in each of the above-referenced situations continue to adjust to those traumatic experiences.

Quality and Quantity of Psychological Data and Conceptualization Relevant to It

Psychologists are well equipped to address racial/ethnic profiling and other racial/ethnic disparities in law enforcement activities at the victim, perpetrator, organizational, and societal levels. Psychologists as researchers have contributed to our understanding of the effect of racial/ethnic profiling upon its victims. Such victim effects include post-traumatic stress disorder and other forms of stress-related disorders (Cervantes & Salgado de Snyder, 1989; Norris, 1992), perceptions of race-related/ethnic-related threats (Bachman, 1996; Jackson & Volckens, 1998; Vrana & Rollock, 1996, 1998), and failure to use available community resources (Norris, 1992). Psychologists as researchers have also examined the perpetrators who apply racial/ethnic profiling in their work. These procedures tend to be related to racism, which in turn intensify the racist feelings (Harris, 1997; Irving, 1989; Wortley, Macmillan, & Hagan, 1997). Finally, psychologists as researchers have examined the effects of racial/ethnic profiling on the broader society. Such societal effects include reification of racism (Wordes, Bynum, & Corley, 1994), societal fear (Irving, 1989), and financial cost to society (U.S. Government Accounting Office, 2000a).

These existing contributions of psychologists are suggestive of the special responsibility psychologists now incur to further increase their awareness and knowledge of racial profiling and other racial/ethnic disparities in law and security enforcement activities and their impact on individuals and communities of color.

Likely Degree of Consensus Among APA Constituents

Given that psychologists are ethically guided to respect the fundamental rights, dignity, and worth of all people (Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, 1992, Principle D, p. 3-4), and to be aware of their professional and scientific responsibilities to the community and the society in which they work and live (Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, 1992, Principle F, p. 4), one might expect overwhelming consensus among psychologists in support of the resolution on *Racial/Ethnic Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement Activities* as described. Increasingly federal and state agencies are recognizing the presence of racial profiling and other racial/ethnic disparities in law and security enforcement activities and calling upon legislators and policymakers to provide data related to incidence and to recommend intervention and prevention activities to deal with these issues.

We live in a world whose demographics are rapidly changing. These changes are reflected in our neighborhoods, schools, and workplaces. According to the U.S. Bureau of the Census, the population of the United States is undergoing radical demographic changes that will continue well into the 21st century (Bennett, 1995; Byerly & Deardorff, 1995). By the year 2010, it is expected that more than one third of the population will be racial or ethnic minorities, and they will make up approximately 45% of the students in public schools (Sue, Parham, & Bonilla-Santiago, 1998). Therefore, given the reality of the changing complexion in the United States and the increasing fact that psychologists will encounter people who are ethnically different from themselves, the need for our profession to address issues of race, culture, and ethnicity have never been more urgent. According to Jones (1997), the ways in which people react to racial differences between themselves and others reveal racial biases that can "operate without conscious intervention or awareness."

In consideration of our changing demographics, the documented existence of racial profiling in communities where a number of psychologists live and work, and the ethical mandates that govern the professional behavior of psychologists, one should expect overwhelming support for this resolution. Support for this resolution further provides a forum for the psychological community to proactively support the development of a database and interventions that embrace and support the diverse nature of our community and moves us closer to the development of a society that values and respects cultural differences.

Likelihood of Racial Profiling Resolution Having a Constructive Impact on Public Opinion/Policy, Assessment, Consultation, and Training

The involvement of the psychological community in advancing knowledge on racial/ethnic profiling and other racial/ethnic disparities in law and security enforcement activities will assist in the development of a research base that examines the role of stereotypes and racist beliefs on law enforcement practices and policies and related effects on victims. Research may be

used to inform policymakers and the public. Additionally, the psychological community can facilitate the use of such scientific information in the development of workshops and other relevant interventions for training law enforcement officers to recognize their own potential racial biases when working with people of color and for developing policing procedures that are less affected by such biases. The composite of these efforts will enhance the learning environment for police personnel such that their approaches will reflect a deeper understanding of the communities and the people which they serve. In addition, psychologists can contribute to the development of proactive and restorative interventions for victims (and their families and communities) of racial profiling and other racial/ethnic disparities in law enforcement activities. Finally, consultation and organizational development are two strategies that can be useful in addressing organizational cultures and procedures that currently condone racial/ethnic profiling and other racial/ethnic disparities in law and security enforcement activities.

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World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance

Compiled by Gita Morris
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The Conference is scheduled to take place from August 31 to September 7, 2001, in Durban, South Africa. It will involve non-governmental organizations (NGOs) as key players. United Nations High Commissioner for Human Rights, Mary Robinson, who is the Secretary-General of the World Conference, addressing the first session of the Preparatory Committee in May 2000, stated: "I have made it clear, and will repeat again, that I have in mind a Conference with the broadest possible involvement of civil society." NGO steering committees were created at the regional level for the Americas, Africa, Asia and the Pacific, and East and Central Europe. Last May the UN approved special NGO status for the APA. Spearheading the association's work at UN headquarters in New York is **Corann Okorodudu, EdD**, the main UN representative for the Society for the Psychological Study of Social Issues (SPSSI).

The Provisional Agenda of the Conference will include the following five themes:

- ❖ Sources, cause, forms and contemporary manifestations of racism, racial discrimination and related intolerance;
- ❖ Victims of racism, racial discrimination and related intolerance;
- ❖ Measures of prevention, education and protection aimed at the eradication of racism, racial discrimination and related intolerance at the national regional, and international levels;
- ❖ Provision for effective remedies, recourses, redress, and other measures at the national, regional, and international levels;
- ❖ Strategies to achieve full and effective equality, including international cooperation and enhancement of the United Nations and other international mechanisms in combating racism, racial discrimination, and xenophobia.

Meanwhile, in Geneva, Switzerland, last May, the first session of the Preparatory Committee for the World Conference against Racism took place to be followed by second session in May of this year. The European Conference against Racism, held in Strasbourg, France, 11-13 October 2000, was the first of four regional preparatory meetings. The second - for the Americas

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was held in Santiago de Chile December 4-7, 2000; the third - for Africa took place in Dakar January 22-24, 2001; and the fourth meeting - for the Asian region will be held in Tehran February 19-21.

Most recently, in Dakar, Senegal, representatives of African Governments and of the continent's civil society adopted a draft declaration focusing on the impact of slavery and colonialism, education, ethnic conflicts, human rights abuses, gender issues and the struggle for democracy. It called for recognition of past injustices with explicit apology by ex-colonial Powers or their successors for those violations. The meeting recommended the setting up of international mechanisms to deal with the follow-up and monitoring of racism-related issues.

As part of the preparatory process, Office of the High Commissioner on Human Rights (OHCHR) convened five regional expert seminars around the world:

- In Geneva, 16-18 February 2000, the expert group seminar was held on Remedies Available to the Victims of Acts of Racism, Racial Discrimination, Xenophobia, and Related Intolerance and on Good National Practices in the Field. The seminar discussed recourse procedures for non-citizens, migrants, asylum seekers and refugees, indigenous peoples, children, young people and women, and it considered some good national practices. The seminar underscored that education, including via the Internet, was fundamental to combating racism.
- In Warsaw, 5-7 July 2000, Regional Seminar of Experts on the Protection of Minorities and Other Vulnerable Groups and Strengthening Human Rights Capacity at the National Level paid special attention to racial discrimination in Central and Eastern Europe that often affects national minorities particularly the Jews, the Roma, and Muslims. At the end of the Seminar, the experts had assembled a detailed set of practical recommendations that identifies and addresses the problems of racism, racial discrimination, xenophobia and related intolerance that have intensified in Central and Eastern European countries since the fall of the Soviet Union and the end of the Cold War.
- In Bangkok, 5-7 September 2000, the Asia-Pacific Seminar of Experts focused on Migrants and Trafficking of Persons with Particular Reference to the Issues and Vulnerabilities of Women and Children. The seminar concluded, among other things, "that racist and sexist ideology, structures and institutions could contribute to the 'commodification' of women's sexuality. Some women of certain racial or ethnic groups were subjected to abuse in larger measure than others on account of racial attitudes and perceptions." The Bangkok Seminar recommended that States adopt plans of action, develop guidelines, and cooperate with each other to eradicate discrimination against migrants and trafficking.
- In Addis Ababa, 4-6 October 2000, Regional Seminar of Experts on the Prevention of Ethnic and Racial Conflicts in Africa concluded that historical factors such as the slave trade, colonialism, the arbitrary delimitation of boundaries, as well as exploitative economic policies continue to have negative effects on the economic and social development of Africa and can create breeding grounds for ethnic and racial conflicts. The Seminar agreed that stability and sustainable social and economic development in Africa can be enhanced and strengthened, among other things, by democracy, adherence to the rule of law, a culture of peace and respect for human rights, and the prevention, management and peaceful resolution of ethno-cultural and political conflicts.
- In Santiago de Chile, 25-27 October 2000, the regional experts focused on Economic, Social and Legal Measures to Overcome Racial Discrimination, with particular reference to Vulnerable Groups such as Afro-Latino Americans and indigenous peoples. It urged States in the region to recognize the phenomenon of racial discrimination more clearly so that action could be taken to improve the economic and social condition of victims of racism and xenophobia.

To promote awareness of the Conference, Mary Robinson named seven Goodwill Ambassadors: Nobel Prize laureates for literature Wole Soyinka of Nigeria and Seamus Heaney of Ireland; Panamanian actor and musician Ruben Blades; Moroccan writer Tahar Ben Jelloun; Indian sitarist Ravi Shankar; former President of Iceland Vigdis Finnbogadóttir; and children's rights defender Marian Wright Edelman of the United States. In New York, on 5 September 2000, during the Millennium Assembly President Thabo Mbeki of South Africa launched the Visionary Declaration "Tolerance and Diversity: A Vision for the 21st Century." Former President of South Africa Nelson Mandela is the Patron of the Visionary Declaration, which has been signed by more than seventy world leaders. For more information and current updates, visit Web-sites: www.un.org/rights/racism/index, www.unhcr.ch/html/racism.

The U.S. Department of Justice and the U.S. Department of Labor have created an interagency task force to focus on the problem of worker exploitation. In addition 15 regional task forces have been formed to share information and coordinate efforts. A National Worker Exploitation Complaint Line has been established with operators who have access to interpreters and can talk to callers in their own language. The number is 1 -888-428-7581. Publicity for the new complaint line states, "If someone is being forced to work or held against their will, we can help." "It is illegal to use force or threats to make someone work to pay off a debt. "New laws provide options for trafficking victims regardless of immigration status ". For more information visit www.usdoj.gov/crt/crim/wetf.htm.

**THE APA NATIONAL CONVERSATION CONTINUES IN THE YEAR
2001.....**

*At your
Workplace
School
Church, Temple, Synagogue, Mosque
Community or Civic Organization
Professional Conference*

**ORGANIZE AN EVENT ON
“PSYCHOLOGY AND RACISM”**

For More Information
APA Office of Ethnic Minority Affairs
202/336-6029, rtutt@apa.org

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Section Overview

by Bertha G. Holliday, PhD

This is the third installment of this new section in the *Communiqué*, which seeks to promote greater interest in and concern about psychology in ethnic minority serving institutions. Ethnic minority serving institutions, which include Historically (and predominantly) Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges, are major (although frequently overlooked) components of the educational pipeline for ethnic minorities interested in pursuing careers in psychology. For example, over 40% of all the nation's Latino/Hispanic students engaged in postsecondary education attend HSIs, and over 18% of American Indian students attend Tribal Colleges. Significant improvement in the ethnic minority pipeline in psychology requires that efforts be made to strengthen not only the departments/programs of psychology at ethnic minority serving institutions, but also their relationships with the broader community of psychology.

In this section, we will routinely provide information, fact sheets, and resources on the missions and accomplishments of this educational sector. In this issue, we focus on **Historically Black Colleges and Universities**. We hope you will use such information to begin building bridges and relationships with an ethnic minority serving institution close to you. Perhaps you could offer to do a guest lecture or have students come and visit your office or laboratory or work through your ethnic minority psychological association to propose some other joint initiative.

Further development of the framework for this initiative will require your input. In particular, OEMA is interested in your opinion (by phone or e-mail) on the following:

- ❖ How might APA promote increased stature and strengthening of psychology in this educational sector?
- ❖ What are some issues or needs around which APA might increasingly enter into partnerships with this educational sector?
- ❖ How might APA best recognize the important contribution these institutions make to the ethnic minority pipeline in psychology?

Contact: Bertha G. Holliday, PhD
202/336-6029
bholliday@apa.org

Focus on Historically Black Colleges and Universities

by Zahra Deghani, University of the District of Columbia

Historically Black Colleges and Universities (HBCUs) are institutions established prior to 1964, whose principle mission was, and is, the education of African Americans. The history of HBCUs began prior to the Civil War. The earliest of these colleges (Cheyney University of Pennsylvania) was formed during the 1830s to counter the prevailing practice of limiting or prohibiting altogether the education of African Americans, most of whom were still slaves. After the Civil War, the Freedmen's Bureau established many HBCUs, including Howard University in Washington, DC. The National Land-Grant Colleges Act (Second Morrill Act) of 1890 facilitated the establishment of public land-grant HBCUs. For more than 150 years, HBCUs have provided access to higher education for many African American students. While the nation has struggled, often violently, to pursue the ideal of equal educational opportunity, these colleges and universities continue to be a critical force in American higher education, enriching a great tradition of educational choice and diversity in this century. HBCUs inspire and enhance opportunities for leadership and citizenship by mentoring and supporting students as well as providing remedial programs that address the educational need of their communities.

According to the National Center for Education Statistics, in 1994 there were 103 HBCUs: Forty public 4-year colleges, 10 public 2-year colleges, 49-nine private 4-year colleges, and 4 private 2-year colleges. About 280,000 students attended these institutions. Overall enrollment at HBCUs rose by 26 percent between 1976 and 1994, but virtually all of the increase occurred between 1986 and 1994. Full time enrollment data in HBCUs shows that in 1994, of the total of 214,689 students enrolled, 188,845 were African American compared to 2,622 Hispanic, 1,472 Asian-American, and 329 American Indian/Alaska Native students. In 1994, more than one in four African American bachelor's degree recipients received their degree from HBCUs. Almost 82 percent of degrees awarded at 4-year HBCUs were at the bachelor's degree level, compared to 70 percent at all 4-year colleges. About 3 percent of all degrees awarded at all 4-year colleges were at the doctor's degree level compared to 1 percent of degrees awarded at 4-year HBCUs. In that same year, 52% of associate degrees, over 85% of bachelor degrees, 64% of master degrees and nearly 62% of doctoral degrees conferred by HBCUs were awarded to African American students.

In 1997-1998, degree production increased among the HBCUs at each degree level, but especially for post-baccalaureate degrees. Doctoral degrees awarded at HBCUs increased by nearly two-thirds between 1996-1997 (155) and 1997-1998 (260).

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HBCU degree production is increasing at all levels at a time when the enrollment capacity of these institutions remains relatively stable. Furthermore, the number of degrees awarded to African Americans at all other institutions is accelerating at an even greater rate.

Thousands have attended HBCUs, even though HBCUs represent only 3 percent of all institutions of higher education on the United States. Most HBCUs are small, have a relatively higher percentage of disadvantaged students, and lack resources. For instance, during the decade of 1980-90, although HBCUs comprised 12.7 percent of all U.S. institutions conducting research and development, they received about 1 percent of total academic research and development support awarded by the federal government. The United Negro College Fund, of which 41 private HBCUs are members, notes that the average tuition and fees in 1993 of its member institutions amounted to \$5,008 — that is less than half the average of private colleges nationally, and some 37 percent of UNCF students come from families with annual income of less than \$25,000. The financial picture at the HBCUs generally looks less robust than at other institutions, especially at private HBCUs. Some private HBCUs show difficulty in maintaining enrollments, funding, and staff resources comparable to other private institution. President Clinton's Fiscal Year 2001 budget request for federal higher education programs includes \$209 million for strengthening HBCUs, \$62.5 million for Hispanic Serving Institutions, and \$9 million for Tribal Colleges. This compares to the Year 2000 budget, which included \$179.7 million for HBCUs, \$42.2 million for Hispanic Serving Institutions, and \$6 million for Tribal Colleges and Universities.

National Association for Equal Opportunity in Higher Education List of HBCUs That Grant Degrees in Psychology

Colleges/Universities	Highest Psychology Degree	Total Enrollment
Alabama A & M University PO Box 1357 Normal, AL 35762 Phone: (256) 851-5230 Fax: (256) 851-5244	Master's	3745
Alabama State University PO Box 271 Montgomery, AL 36101 Phone: (334) 229-6944 Fax: (334) 834-6861	Bachelor's	4519
Albany State University 504 College Drive Albany, GA 31705 Phone: (912) 430-2799 Fax: (912) 430-3836	Bachelor's	2823
Alcorn State College 1000 ASU Drive, #359 Lorman, MS 39096 Phone: (601) 877-6111 Fax: (601) 877-2975	Bachelor's	2533
Bennett College 900 East Washington Street Greensboro, NC 27401 Phone: (336) 370-8607 Fax: (336) 272-7143	Bachelor's	617
Bethune-Cookman College 640 Mary Macleod Bethune Boulevard Dayton Beach, FL 32114-3099 Phone: (904) 255-1401 Fax: (904) 257-7027	Bachelor's	2523

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Colleges/Universities	Highest Psychology Degree	Total Enrollment
Bowie State University Jericho Park Road Bowie, MD 20715 Phone: (301) 464-6500 Fax: (301) 464-7814	Bachelor's	3157
Central State University 1400 Brush Row Road Wilberforce, OH 45384 Phone: (937) 376-6332 Fax: (937) 376-6138	Bachelor's	1027
Cheyney University Cheyney & Creek Roads Cheyney, PA 19319 Phone: (610) 399-2220 Fax: (610) 399-2415	Bachelor's	1072
Chicago State University 95 th at King Drive Chicago, IL 60628 Phone: (773) 995-2400 Fax: (773) 995-3849	Bachelor's	6545
Clark Atlanta University 240 James P. Brawley Fair Street, SW Atlanta, GA 30314 Phone: (404) 880-8500 Fax: (404) 880-8995	Bachelor's	4520
Coppin State University 2500 W. North Avenue Baltimore, MD 21216 Phone: (410) 383-5910 Fax: (410) 333-5369	Bachelor's	3044
Delaware State University 1200 N. Dupony Highway Dover, DE 19901 Phone: (301) 857-6001 Fax: (302) 857-6003	Bachelor's	3057
Dillard University 2601 Gentilly Boulevard New Orleans, LA 70122 Phone: (504) 286-4640 Fax: (504) 288-8663	Bachelor's	1550
Edward Waters College 1658 Kings Road Jacksonville, FL 32209 Phone: (904) 366-2500 Fax: (904) 366-2500	Bachelor's	482
Elizabeth City State University 1704 Weeksville Road Elizabeth City, NC 27909 Phone: (252) 335-3228 Fax: (252) 335-3731	Bachelor's	1937

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Colleges/Universities	Highest Psychology Degree	Total Enrollment
Fayetteville State University 1200 Murchison Road Fayetteville, NC 28301-4298 Phone: (910) 486-1141 Fax: (910) 486-4732	Master's	3837
Fisk University 1000 17 th Avenue, North Nashville, TN 37208 Phone: (615) 328-8555 Fax: (615) 329-8576	Master's	700
Florida A&M University Tallahassee, FL 32307 Phone: (850) 599-3225 Fax: (850) 561-2152	Master's	9765
Florida Memorial College Miami, FL 33054 Phone: (305)-626-3604 Fax: (305) 626-3769	Bachelor's	1643
Fort Valley State College 1005 State University Drive Fort Valley, GA 31030 Phone: (912) 825-6315 Fax: (912) 825-6266	Bachelor's	2407
Grambling State University Main Street Grambling, LA 71245 Phone: (318) 274-6117 Fax: (318) 274-6172	Bachelor's	5370
Hampton University East Queen Street Hampton, VA 23668 Phone: (757) 727-5231 Fax: (757) 727-5746	Bachelor's	5325
Howard University 2400 6 th Street, NW Washington, DC 20059 Phone: (202) 806-2500 Fax: (202) 806-9243	Doctorate	6711
Jackson State University 1440 J. R. Lynch Street Jackson, MS 39217 Phone: (601) 968-2323 Fax: (601) 968-2948	Doctorate	5205
Kentucky State University 400 East Main Street Frankfort, KY 40601 Phone: (502) 227-6260 Fax: (502) 227-6490	Bachelor's	2203

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Colleges/Universities	Highest Psychology Degree	Total Enrollment
Knoxville College 901 College Street Knoxville, TN 37921 Phone: (423) 524-6511 Fax: (423) 524-6603	Bachelor's	1999
Langston University PO Box 907 Langston, OK 73050 Phone: (405) 466-3201 Fax: (405) 466-3461	Bachelor's	3317
Lincoln University of Missouri Jefferson City, MO 65101 Phone: (573) 681-5042 Fax: (573) 681-6074	Bachelor's	2732
Lincoln University of Pennsylvania Lincoln University, PA 19352 Phone: (610) 932-8300 Fax: (610) 932-8316	Bachelor's	1544
Livingstone College 701 West Monroe Street Salisbury, NC 28144 Phone: (704) 797-1150 Fax: (704) 797-1217	Bachelor's	854
Morehouse College 830 Westview Drive, SW Atlanta, GA 30310 Phone: (404) 752-1500 Fax: (404) 752-5007	Bachelor's	3000
Morgan State University Cold Springs Lane & Hillen Road Baltimore, MD 21239-21251 Phone: (443) 885-3200 Fax: (410) 319-3107	Bachelor's	5448
Morris Brown College 643 Martin Luther King, Jr. Drive NW Atlanta, GA 30314 Phone: (404) 220-0100 Fax: (404) 659-4315	Bachelor's	2091
Norfolk State University 2401 Corprew Avenue Norfolk, VA 23504 Phone: (757) 823-8670 Fax: (757) 823-2342	Doctorate	6734
North Carolina A&T University 1601 East Market Street Greenboro, NC 27411 Phone: (336) 334-7940 Fax: (336) 334-7082	Bachelor's	6581

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Colleges/Universities	Highest Psychology Degree	Total Enrollment
North Carolina Central University 1801 Fayetteville Street Durham, NC 27707 Phone: (919) 560-6104 Fax: (919) 560-5014	Maste'rs	4274
Oakwood College Huntsville, AL 35896 Phone: (256) 726-7334 Fax: (256) 726-8335	Bachelor's	1756
Paine College 1235 15 th Street Augusta, GA 30901 Phone: (706) 921-8232 Fax: (256) 726-8335/7123	Bachelor's	852
Philander Smith College 812 West 13 th Street Little Rock, AR 72202 Phone: (501) 370-5276 Fax: (501) 370-5315	Bachelor's	851
Prairie View A&M University PO Box 188 Prairie View, TX 77446-0188 Phone: (409) 857-2111/2112 Fax: (409) 857-3928	Bachelor's	4778
Saint Augustine's College 1315 Oakwood Avenue Raleigh, NC 27610-2298 Phone: (919) 516-4210 Fax: (919) 928-0817	Bachelor's	1639
Shaw University 118 East South Street Raleigh, NC 27601 Phone: (919) 546-8300 Fax: (919) 546-8301	Bachelor's	2327
Johnson C. Smith University 100 Beatties Ford Road Charlotte, NC 28216 Phone: (704) 378-1007 Fax: (704) 372-5746	Bachelor's	1357
Sojourner-Douglass College 500 North Carolina Street Baltimore, MD 21205 Phone: (410) 276-0306, ext. 222	Bachelor's	614
South Carolina State University 300 College Avenue, NE, Orangeburg, SC 29117 Phone: (803) 536-7013 Fax: (803) 533-3622	Bachelor's	4999

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Colleges/Universities	Highest Psychology Degree	Total Enrollment
Southern University A&M College Baton Rouge, LA 70813 Phone: (972) 524-3341 Fax: (972) 563-7133	Bachelor's	9000
Southern University at New Orleans New Orleans, LA 70813 Phone: (504) 286-5311 Fax: (504) 284-5500	Bachelor's	3726
Spelman College 350 Spelman Lane, SW Atlanta, GA 30314 Phone: (404) 223-1400 Fax: (404) 223-7523	Bachelor's	1937
Talladega College 627 West Battle Street Talladega, AL 35160 Phone: (256) 362-2752 Fax: (256) 362-2268	Bachelor's	650
Tennessee State University 3500 John Merritt Boulevard Nashville, TN 37209-1561 Phone: (615) 963-7401 Fax: (615) 963-7407	Doctorate	6929
Texas Southern University 3100 Cleburne Avenue Houston, TX 77004 Phone: (713) 313-7035 Fax: (713) 313-1092	Master's	5771
Tougaloo College 500 West County Line Road Tougaloo, MS 39174 Phone: (601) 977-7730 Fax: (601) 977-7739	Bachelor's	916
Tuskegee University Kresge Center Tuskegee, AL 36088 Phone: (334) 727-8501 Fax: (334) 727-5276	Bachelor's	2618
University of Arkansas at Pine Bluff 1200 North University Pine Bluff, AR 71601 Phone: (870) 543-8471 Fax: (870) 543-8003	Bachelor's	2850
University of the District of Columbia 4200 Connecticut Avenue, NW Washington, DC 20008 Phone: (202) 274-5100 Fax: (202) 274-5304	Master's	4465

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Colleges/Universities	Highest Psychology Degree	Total Enrollment
University of the Virgin Islands Charlotte Amalie, St. Thomas U.S. Virgin Islands 00802 Phone: (340) 693-1004 Fax: (340-693-1005)	Bachelor's	3999
Virginia State University PO Box 9001 Petersburg, VA 23806 Phone: (804) 524-5000	Master's	3,996
Virginia Union University 1500 North Lombardy Street Richmond, VA 23200 Phone: (804) 329-2112	Bachelor's	1,548
West Virginia State College PO Box 1000 Institute, WV 25112-1000 Phone: (800) 987-2112	Bachelor's	4,896
Wilberforce University PO Box 1001, 1055 North Bickett Road Wilberforce, OH 45384-1001 Phone: (513) 376-2911	Bachelor's	750
Winston-Salem State University 601 Martin Luther King, Jr. Drive Winston-Salem, NC 27110 Phone: (336) 750-2000	Bachelor's	2,817
Xavier University One Drexel Drive New Orleans, LA 70125-1098 Phone: (504) 486-7411	Master's	3,304

Resources on Historically Black Colleges and Universities

National Association for Equal Opportunity in Higher Education (NAFEO)
8701 Georgia Avenue, Suite 200 Silver Spring, Maryland 20910
Telephone: (301) 650-2440 Fax: (301) 495-3306, www.nafeo.org

White House Initiative on Historically Black Colleges and Universities
1990 K Street, NW 8th Floor, Washington, DC 20006
Phone: (202) 502-7900 Fax: (202) 502-7879
www.ed.gov/offices/ope/hbcu

Black Issues in Higher Education

10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030
Phone: (800) 783-3199 Fax: (703) 385-1839, www.blackissues.com

American Council on Education
Office of Minority in Higher Education
One Dupont Circle, NW, Washington, DC 20036
Phone: (202) 939-9300 E-mail: omhe@ace.nche.edu

Minority On-line information Service(molis)
www.sciencewise.com/molis/selectinst.asp

United Negro College Fund
www.uncf.org

Howard University's Gateway to Historically Black Colleges and Universities
www.howard.edu/hbcu-Gateway/

Pope & Associates Historically Black Colleges and Universities Web Sites List
www.smart.net/~pope/hbculist.htm

PhDs Earned by U.S. Minorities in 1990, 1997 and 1998

	1990	1997	1998
African Americans	901	1,336	1,467
Hispanics	721	1,047	1,190
American Indians	97	166	189
Asian Americans	641	1,296	1,168
Whites	22,171	23,035	23,338

(Survey of Earned Doctorates, November 1999)



PUBLIC POLICY AND ADVOCACY

Racial Profiling: A Public Policy Perspective

by Natacha Blain, PhD, JD

Counsel, Office of Senator Richard J. Durbin (D-IL)

“The rights of every man are diminished when the rights of one man are threatened.” John F. Kennedy

“Gentlemen, you are African American. You have been the victim of racial profiling. What is the first thing you do?” CNN’s Bernie Shaw asked vice presidential hopefuls Joe Lieberman and Dick Cheney this question during the vice presidential debate.

Like many, I, too was surprised that the question was asked. But as I listened to the candidates denounce racial profiling as an unacceptable law enforcement tool, I wondered if two white men could truly understand the fear, anger, pain, and humiliation of being victimized by law enforcement agents because of the color of their skin.

What if Mr. Shaw had said: “Imagine that you are returning home with your family from your travels abroad. At the airport, your wife and daughter are each subjected to strip search. No drugs are found. Your wife and daughter were subjected to these highly intrusive searches for no other apparent reason except that they are black. What do you do?” Would the candidates now have a more vivid and personal understanding of what African American women experience nearly three times more likely than their male counterparts at our nation’s borders, even though a study by the General Accounting Office (GAO) found that they were only half as likely to be found carrying contraband?

The GAO study further revealed that African American women are nearly nine times more likely than White American women to be X-rayed, even though they were half as likely to be carrying contraband.

In response to the findings of the GAO study, Senator Richard Durbin (D-IL) and Representative John Lewis (D-GA) introduced legislation prohibiting Customs service personnel from selecting passengers for searches based in whole or in part on the passenger’s actual or perceived race, religion, gender, national origin, or sexual orientation. The legislation requires documentation of the reasons for searching a passenger, necessitates periodic training of passenger search procedures, and calls for an annual study and report on detentions and searches of individuals by Customs Service personnel.

Since the introduction of these bills, Customs instituted reforms to its personal search procedures. As a result, Customs data shows a decrease in the number of personal searches, yet an increase in the number of cocaine, heroin, and ecstasy seizures resulting from personal searches. These data indicate a better targeting of passengers. However, it is best to pass permanent laws that will ensure that Customs is doing its job as effectively as possible and not subjecting any group to invasive searches without sufficient cause. All persons should have the right to travel from place to place without fear of harassment, detention, and searches, regardless of gender, race, color, religion, or ethnic background.

Neither the Durbin nor the Lewis bill was enacted into law during the 106th Congress. It is expected that both bills will be reintroduced next Congress.

The horrendous practice of racial profiling also can be found on our nation’s highways. This past March, several victims of what has now become known as “Driving While Black,” testified before the Senate Judiciary Committee and recounted indefensible violations of civil liberties. One witness, Master Sergeant Rossano Gerald, testified about his horrifying experience in Oklahoma, where he and his 12-year-old son were stopped twice in one night.

Unlike the vice presidential candidates, Master Sergeant Gerald did not have to pretend he was African American and a victim of racial profiling: He was. I can summarize Master Sergeant Gerald’s testimony, how, despite his careful driving he was pulled over, detained, questioned, and searched; how he watched helplessly as his son was questioned and frisked before being placed in the back of a patrol car; how despite his many requests he was not permitted to contact his Commanding Officer in accordance with military procedure; how he was handcuffed, manhandled, thrust into a police car, and strapped in; how three police units and drug sniffing dogs searched his car and luggage; how he feared that the officers would place illegal contraband in his car; and how his son has since become afraid of dogs. However, I can never capture the pain, suffering, and humiliation that was still so raw and evident in his voice and face as he recounted the traumatic events of that night. The Members of the committee were so moved by Master Sergeant Gerald’s testimony that they stopped committee proceedings and ordered a brief recess.

In efforts to address the issue of racial profiling, Senator Frank Lautenberg (D-NJ) and Representative John Conyers (D-MI) introduced the Traffic Stops Statistic Study Act, that would require the Attorney General to gather data and conduct a study

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in order to assess the extent of racial profiling on our nation's highways. Unfortunately, this legislation also was not enacted into law by the end of the 106th Congress and will have to be reintroduced next Congress.

However, none of the bills mentioned will ever become law unless congressional leaders hear from their constituencies, ethnic minority communities, and civil rights advocates. All of us need to make a strong commitment to ensure law enforcement agents are doing their job as effectively as possible and not subjecting any group to invasive searches without sufficient cause.

FOR YOUR INFORMATION...

Research and Training Issues

Scholarships, Fellowships, Grants and Institutes

William Randolph Hearst Endowed Scholarship for Minority Students

The Nonprofit Sector Research Fund, a grantmaking program of the Aspen Institute, offers the William Randolph Hearst Endowed Scholarship in conjunction with a summer internship program open to members of minority groups based on need and academic excellence. Both graduate and undergraduate students are eligible for the award. Through the program, the fund seeks to introduce a diverse group of students to issues related to philanthropy, volunteerism, and nonprofit organizations. Recipients may arrange with their colleges or universities to receive academic credit for the program. The student selected will learn about nonprofit organizations by reading and analyzing background articles and assisting in preparations for the fund's annual conference; s/he will also undertake general research and program support for the fund's grantmaking and outreach efforts. The intern must be able to be in residence at the Aspen Institute in Washington, DC, for 10-12 weeks during the summer of 2001. A scholarship of between \$2,800 and \$4,200 will be awarded, depending on the recipient's educational level, financial need, and time commitment

For additional information or to request application materials, visit the program's Website: www.nonprofitresearch.org/newsletter1530/newsletter_show.htm?doc_id=16318.

University of North Carolina Postdoctoral Research Fellows Program

The University of North Carolina Neurodevelopmental Disorders Research Center (UNC NDRC) is seeking fellows for a Postdoctoral Research Training Program in Neurodevelopmental Disorders. This post doctoral research training program, funded by the National Institute of Child Health and Human Development (NICHD), emphasizes research training in both the biological basis and clinical manifestations of neurodevelopmental disorders. Both clinical and basic science research opportunities are available. The anticipated start date is July 1, 2001, pending final NICHD approval. PhD (basic science or clinical) or MD level trainees are encouraged to apply. For more information, contact: www.ndrc.unc.edu (see training grant) and see our full-color flyer at: www.fpg.unc.edu/~depot/pages/postdoc3.html. Also you can contact: Dr. Joseph Piven at jpiven@css.unc.edu (919-843-8641) or Dr. Joanne Roberts at joanne-Roberts@unc.edu (919) 966-7164). The University of North Carolina is an Equal Opportunity Employer.

Postdoctoral Clinical fellowship in Multicultural Counseling University of Florida Counseling Center

The University of Florida Counseling Center invites applications for a one year full-time postdoctoral clinical fellowship in multicultural counseling. This will be an excellent opportunity for post-doctoral clinical supervision towards licensure and further development of a multicultural specialization. The Center is an integral part of a thriving Division of Student Affairs.

Qualifications:

1. Applicants must have completed their doctorate in counseling or clinical psychology (APA-accredited program) or comparable degree in counseling (CACREP accredited program).
2. Completion of appropriate internship in a university counseling center setting including experience conducting intakes, individual, couple & group counseling, crisis intervention, consultation, and outreach activities. Experience and interest in working collaboratively with other units within the Division of Student Affairs as well as with other campus agencies and academic units.
3. Experience in working with culturally diverse populations. We are especially interested in candidates who have successfully demonstrated commitment and interest in one of the following areas: (a) working with African American students, preference given to applicants interested in working with African American male students, or: (b) working with Hispanic Latino/a students, preference given to bilingual Spanish/English speakers.

Application Process:

The review of applications will begin on February 23, 2001 and will continue until the position is filled. This position includes benefits; salary is competitive. The starting date is August 13, 2001 (the start of the fall 2001 semester). Applicants should submit a letter of interest, curriculum vitae, and three letters of reference to: Angela Ferguson, PhD, Chair, Search Committee, University of Florida Counseling Center, PO Box 114100, Gainesville FL 32611-4100. Please e-mail Dr. Ferguson if you have any questions at ferguson@counsel.ufl.edu, or visit the website at: www.counsel.ufl.edu.

OEMA COMMUNIQUÉ

The University of South Florida and the National Institutes of Health Ethics in Research Training Course

The University of South Florida and the National Institutes of Health are pleased to offer an intensive training course titled, Ethics in Research: An Intensive Training Course Focusing on Behavioral Health Services. June 4-7, 2001 St. Pete Beach, Florida. Visit our website for detailed information including a registration application OR application for scholarship: www.fmhi.usf.edu/mhlp/ethics/ethics.html.

The problem of assuring the protection of human participants in research is paramount. A series of recent events, including news stories focusing on lapses in research ethics has highlighted the delicate relationship between researcher and research participant. This intensive course is designed to better equip researchers to conduct ethically responsible behavioral health research. Issues to be addressed include: informed consent, decisional capacity and competency, diversity and multicultural perspective, emotional health of research participants, confidentiality and privacy, data ownership, and coercion.

Apply Before March 14, 2001. Contact: Kelly M. Lyon, B.A. Coordinator, Education and Training Programs, Department of Mental Health Law & Policy, University of South Florida (Bldg. MHC-2628), 13301 Bruce B. Downs Boulevard, Tampa, Florida 33612. Phone: (813) 974-7623, Fax: (813) 974-9327, e-mail: Lyon@fmhi.usf.edu.

American Association for the Advancement of Science (AAAS), Program on Europe and Central Asia, International Division Women's International Science Collaboration (WISC) Program 2001 - 2002

Deadlines

March 15, 2001 (notification by May 1)

July 15, 2001 (notification by October 15)

January 15, 2002 (notification by April 15)

Men and women scientists who have earned their doctorates or equivalent research experience are eligible to apply. Applications from male co-PIs must be accompanied by an application from a female co-PI as part of a U.S. research team. They must be U.S. citizens or permanent residents of the United States. Male and female graduate students (doctoral candidates) also are eligible to apply, if they will be conducting research in an established doctoral program in the U.S., will be traveling with their doctoral program advisor, and will serve as co-PI on future proposals. Government employees can only apply if they also are affiliated with another institution eligible to receive NSF grants (e.g., an adjunct professorship at a university).

Specialists who have received their doctoral degrees within the past 6 years will receive special consideration, as will specialists applying to work with colleagues in less frequently represented countries and regions.

Eligible Research Fields

Only fields funded by the National Science Foundation and interdisciplinary research cutting across these fields are eligible, including archaeology and anthropology; astronomy; biochemistry, biophysics, and genetics; biological sciences; chemistry; computer science; earth sciences; economics; engineering; environmental sciences; geography; history and philosophy of science; linguistics; mathematics; physics; political science; nonclinically oriented psychology; science and technology policy; and sociology. For further information on files and interdisciplinary research, please visit NSF's Website at www.nsf.gov.

For additional assistance, information, and submission of application, please contact: Karen Grill, American Association for the Advancement of Science, International Directorate, Program on Europe and Central Asia, 1200 New York Avenue, NW, 7th floor, Washington, DC 20005; office: (202) 326-7027; fax: (202) 289-4958; e-mail: kgtrill@aaas.org.

Native Investigator Development Program, University of Colorado Health Sciences

The Division of American Indian and Alaska Native Programs within the Department of Psychiatry at the University of Colorado Health Sciences has recently been awarded a 5-year Resource Center for Minority Aging Research (RCMAR) which focuses on Native Elder health. Since American Indian/Alaska Native (AI/AN) researchers have conducted few studies of the health of Native elders in the U.S, a primary objective of the RCMAR is the training of Native Investigators. Thus, the purpose of the RCMAR's Native Investigator Development Core is to improve the research capabilities and skills of AI/ANs from the social, behavioral and health sciences, thereby increasing the number of such individuals who are able to design, secure external support for, and conduct research in the following areas of inquiry at the interface of aging, health and cultural dynamics:

1. Identifying and implementing culturally acceptable, relevant activities that will promote the health and well-being of Native elders. Examples include, but are not limited to obesity reduction, cardiovascular fitness, nutritional balance, mood enhancement, and increased mastery of health behaviors;
2. Developing and testing culturally acceptable, relevant strategies to improve the application of well-accepted disease prevention measures. Examples include, but are not limited to mammography, vaccination, smoking cessation, comprehensive medication management, early detection of maltreatment, and screening for depression and alcohol abuse among older AI/AN adults; and
3. Creating and piloting culturally acceptable, relevant instruments, and interventions that will promote more effective clinical practice, resulting in, for example, documentation of functional status, increased adherence to appropriate treatment recommendations, and greater provider compliance with practice guidelines.

Thus, promotion, prevention, and practice comprise the major areas of inquiry supported by the Native Investigator Development Core across a variety of focal points (e.g., individual patient, family, provider, delivery system, or community) and in a range of settings (e.g., hospital, out-patient clinic, home, or community).

Program Description

The career development format focuses on acquiring the skills and knowledge necessary for submission of an independent RO1 grant application by investigators of AI/AN heritage through formal didactic sessions, workshops, mini-courses, regular meetings, mentoring activities by Core Faculty, and consultations with Affiliated Faculty. This blend of activities includes: a) an introductory mini-course entitled "Introduction to Native Aging and Health Status"; b) Pilot Studies; c) a series of meetings that vary in timing and intensity as required to design and conduct the Pilot Studies; d) continuous interaction with mentors drawn from the Core and Affiliated Faculty; and g) other seminars and workshops as relevant, available, or necessary to specific issues or Pilot Studies. Within this framework, Native Investigators are encouraged to pursue specific lines of inquiry that will yield research capable of securing external sponsorship. Native Investigators will participate in RCMAR activities for 2 years.

Eligibility Criteria for Native Investigators

Candidates from fields such as medicine, nursing, anthropology, psychology, public health, sociology, and other social and behavioral sciences are encouraged to apply but must meet the following requirements: have Native status, with documentation as needed and/or appropriate of tribal affiliation, be the recipient of an advanced degree such as an MD, PhD, DSW, EdD or the equivalent, in one of the social, behavioral, or health sciences, and demonstrate the relevance and need for training of this nature to future plans and career development.

Inquiries are encouraged and may be directed to Dedra Buchwald, MD, Associate Director, NERC/RCMAR, UCHSC, 4455 East 12th Avenue, Denver, CO 80220 by telephone 303-315-9246 or e-mail dedra@u.washington.edu.

Instructions for applying to the program maybe obtained online at www.uchsc.edu/sm/nerc under the "Application Process". Application deadline is March 23, 2001.

Putting Children First Summer Fellowship Program for Doctoral Students

The Center for Children and Families at Teachers College, Columbia University, is pleased to announce the tenth year of its summer fellowship program for doctoral students. Putting Children First is a fellowship training program in child and family policy with a developmental perspective. Students have the opportunity to link their academic learning across disciplines with an internship experience at a city, state, or nonprofit agency in New York City.

In cooperation with the Society for Research on Adolescence (SRA) and the Society for Research in Child Development (SRCD), Putting Children First offers full-time summer placements for 8 weeks in a variety of policy settings in New York City government and nonprofit agencies. Fellows also attend weekly seminars with leading policy scientists and practitioners. Fellowships will begin on June 4, 2001, and end on July 27, 2001. Fellows receive a \$4375 stipend. Housing is not provided, but information about Columbia University housing is available.

Application instructions: The fellowship is open only to doctoral students. Applications are due no later than April 6, 2001. To apply, send a completed application, a two-page statement describing your interests in policy and research, a current curriculum vitae, two letters of recommendation, and a self-addressed stamped postcard to Lisa O'Connor, Director, Putting Children First, Center for Children and Families, Teachers College, Columbia University, Box 39, 525 W. 120th St., NY, NY, 10027 Contact mh517@columbia.edu for more information. On-line applications will be available at www.tc.columbia.edu/academic/cycf/summer.htm.

OEMA COMMUNIQUE

Applications Being Sought for University of Texas at Austin African Diaspora Postdoctoral Fellowship Program

Deadline February 26, 2001

The University of Texas at Austin is pleased to announce a call for applications to its African Diaspora Postdoctoral Fellowship Program. Two one-year, postdoctoral fellowships will be awarded for 2001-2002. Fellows must be conducting research on the African Diaspora, and while the research topic is open, Latin America and the Caribbean are priority areas. Both fellows will have joint appointments with the Center for African and African American Studies (CAAAS) and their home departments. One fellowship will be awarded in anthropology, while the second discipline is open. Applicants must be recent PhDs. Applicants who are ABDs must have their degrees in hand by July 1, 2001. The postdoctoral fellowship will be held for a 9-month term beginning on September 1, 2001, and ending on June 1, 2002. The stipend for the 9-month term is \$30,000. An additional amount of \$1750 will be allocated for relocation or travel to conferences.

To apply for the African Diaspora Postdoctoral Fellowship, please submit two copies of the following: (a) brief cover letter outlining the course to be taught and title of proposed project; (b) curriculum vitae; (c) sample publication, dissertation chapter, or conference paper; and (d) five-page, double-spaced research proposal indicating the research objectives, theoretical framework, and how the research will contribute to the applicant's discipline and to African Diaspora studies.

A complete application must also include an official transcript from the degree-granting institution, and three letters of recommendation. The transcript and letters should be sent under separate cover to: African Diaspora Postdoctoral Fellowship Program, Department of Anthropology, University of Texas, Austin, TX 78712-1086. Questions regarding the fellowship and application process should be directed to Professors Edmund Gordon, etgordon@mail.utexas.edu or Joao Vargas, costavargas@mail.utexas.edu.

Ghana Summer Study Abroad - 2001

North Carolina State University again will be hosting its summer study abroad program in Ghana West Africa at the University of Ghana-Legon. The program dates are June 21 through July 31, 2001. Undergraduate and graduate students or others interested in earning college course credits are welcome to apply. The courses to be offered include the following, although other independent study arrangements may be possible with prior approval (contact the program administrator): (1) Ghanaian Culture and Society; (2) History, Politics and Economics of Ghana; and (3) Science in Action in Ghana. In addition to these courses, the program includes: a non-credit intensive language study opportunity in "Twi," home stays with Ghanaian families in the Accra area, and travel to various cultural, historical, and village sites throughout the country.

More detailed information is available through the program's Web site:

<http://courses.ncsu.edu/classes/mds495a001/ghana99.htm> or by contacting Nkechinyelum Chioneso, nchiones@bellsouth.net.

NIMH Behavioral Science Track Award for Rapid Transition (PAR-94-002)

The National Institute of Mental Health (NIMH), through the issuance of this program announcement (PA), hopes to facilitate the entry of new investigators into the field of behavioral science research. At the moment, this field seems to be at serious risk of having an insufficient number of researchers. The U.S. Congress has directed the NIMH to reverse this decline of the number of new NIMH investigators in the behavioral sciences. Therefore, this mechanism has been developed to increase the number of researchers in the field. If successful, it could be used to enhance other fields.

The Behavioral Science Track Award for Rapid Transition (B/START) is intended for the initiation of research careers by providing rapid review and funding decisions of applications. NIMH invites newly independent investigators to submit applications for small-scale, exploratory (i.e., pilot) research projects related to the mission of the NIMH. The NIMH supports research to develop new knowledge on the basic biological, neuroscience, behavioral, social, and environmental factors that affect mental illness and mental health; research on the diagnosis, treatment, prevention and control of mental illness; and research on the organization, financing, delivery, and effectiveness of mental health services. This award is designed as a rapid mechanism that provides seed funds for previously unfunded investigators and is characterized by providing support for: Preliminary data acquisition or pilot work, relatively new or novel research approaches, and enhancement of the capability of new investigators in behavioral science research.

Applications may be submitted for the regular research grant submission dates of February 1, June 1, and October 1. B/START applications will be handled on an expedited external peer review and award basis to meet the goals for this program. Application kits containing the necessary forms and instructions may be obtained from the Office of Sponsored Research at

most universities, colleges, medical schools, and other major research facilities; or by contacting the NIMH Center for Scientific Review at 301/435-0714.

Postdoctoral Teaching and Research Fellowships Announcement

Deadlines in 2001: March 1 and August 1

A new NIH-funded Postdoctoral Research and Education Program (PREP) seeks applications from post-doctoral fellows interested in teaching and research areas. This fellowship includes 3 years of support for research with a research mentor and a concurrent program in teaching pedagogy with lectures, workshops, practice teaching, and course development using the World Wide Web. Research mentors are selected faculty at Emory University, Morehouse School of Medicine, Morehouse College, Clark-Atlanta University, and Spelman College all in Atlanta, Georgia. Teaching mentors also include faculty from Morris Brown College.

Visit the Web-site at www.emory.edu/WHSC/MED/PHYSIOLOGY/PREP for the research and teaching mentors, application forms, and deadline information. Applicants should submit (1) a letter that includes their areas of research interest as well as their interest in learning how to teach; (2) their curriculum vitae; and (3) two letters of reference, one of which should preferably be from their thesis advisor. Applications should be sent to PREP, Dr. Robert B. Gunn, Director, Emory University School of Medicine, Department of Physiology, Atlanta, GA 30322-3110. Fellowships can begin immediately.

Okura Mental Health Leadership Foundation - 10th Annual Washington, DC Internship Program

The Okura Mental Health Leadership Foundation is seeking promising young Asian Pacific American leaders and potential leaders for a one-week leadership seminar in Washington, DC. The "Week in Washington" for 2001 is scheduled for April 28-May 4, 2001 and includes all expenses (transportation, lodging and meals) during your one-week internship in Washington, DC.

Eligibility: Any person of **Asian Pacific American** ethnicity engaged in the fields of social work, psychology, psychiatry, nursing, mental health, substance abuse, health and human services, and related fields. Must be between 26 and 39 years of age. Should be interested in assuming a leadership role in the community and nationally.

The seminar will consist of the following:

1. Meeting top administrators and directors of mental health, substance abuse and human services programs and discussion of program
2. Meeting National leaders in the field of administration, policy making, philanthropy, politics, human services and civil rights
3. Meeting and being briefed by our Asian Pacific American Congressional delegation on Capitol Hill
4. Participating in workshops and briefings provided by Asian Pacific American leaders in government and private industry
4. Briefing with the White House Office of Public Liaison
6. Meeting leaders in the private sector
7. Learning how social changes are brought about

Applications: For information regarding application forms, write, call or fax: Mrs. Lily A. Okura, Executive Director Okura Mental Health Leadership Foundation, 6303 Friendship Court, Bethesda, Maryland 20817, Phone: 301/530-0945, Fax: 301/530-0522.

Deadline: All applications must be received no later than Saturday, March 31, 2001. If postmarked on March 31, applications are acceptable. The one-week internship is provided by the Okura Mental Health.

Call for Journal Papers and Research Participants

Journal of the Society for Public Health Education, Health Promotion Practice, Seeks Manuscript Submissions for Special Issue on Eliminating Racial and Ethnic Health Disparities

The Society for Public Health Education is currently seeking manuscript submissions for a special issue of its journal, Health Promotion Practice, that will be titled, "Eliminating Racial and Ethnic Health Disparities: Mapping a Course for Community Action and Research". This special issue's editors will be Stephen B. Thomas, PhD and Kathleen Roe, PhD. The aim of the theme issue is to uncover social, cultural and environmental factors beyond the biomedical model and address a broad range of issues. Important themes include breaking the cycle of poverty, increasing access to quality health care, eliminating

environmental hazards in homes and neighborhoods, and implementing effective prevention programs tailored to specific community needs.

Manuscripts that describe and analyze strategies for eliminating racial and ethnic health disparities in the United States are welcome. Editors encourage the submission of case studies, policy analysis, point counter point discussion of theory, analyses of program failure, and other issues related to implementation of interventions. Additional themes of interest for this issue include, but are not limited to: (a) application of new practice models, modalities and technologies; (b) adaptation of interventions designed for predominately White populations and applied to racial/ethnic minority groups; (c) strategies for addressing conflicts generated by funding sources; (d) academic researchers and community control; (e) philosophy of social justice as a framework for development, implementation, and evaluation of public health education interventions designed to address social inequality, discrimination, and racism; (f) approaches and experiences in developing and implementing cultural competence curricula in professional preparation programs and continuing education; (g) media advocacy and health communication strategies; (h) strategies for community mobilization interventions at the policy level.

Authors should follow the "Instructions to Authors" found in issues of Health Promotion Practice or on the Web page: www.sophe.org; www.sph.umich.edu/hbhe/heh.

The manuscript submission deadline is May 1, 2001. Submissions should be sent to: Health Promotion Practice, Society for Public Health Education, ATTN: Kate Demas, 750 First Street NE, Suite 910, Washington, DC 20002-4242; kdemas@sophe.org.

To contact the Guest Editors:

Stephen B. Thomas, PhD, Director, Center for Minority Health, Philip Hallen Professor of Community Health and Social Justice, Graduate School of Public Health, University of Pittsburgh, 125 Parran Hall, 130 Desoto Street, Pittsburgh, Pennsylvania 15261; 412/648-9043 (ofc); 412/624-8679 (fax); e-mail: sbthomas@pitt.edu. Kathleen Roe, DrPH, MPH, Professor, Community Health Education, Director, MPH Program San Jose State University, One Washington Square, San Jose, CA 95912-0052; 925/944-0570 (ofc); 925/943-2229 (fax); e-mail: kmroe@pacbell.net.

Call for Papers - Women & Therapy Journal

Submission deadline: May 15, 2001

Seeking empirical, theoretical, or applied papers that contribute to the understanding of therapeutic issues for biracial women to be included in a special issue of the journal *Women and Therapy*. Manuscripts should be submitted in duplicate, 10-20 pages in length, in APA format, and accompanied by a letter indicating that the paper has not been published elsewhere and is not under review at another publication. For additional information, please contact: Cathy A. Thompson, PhD, Naval Hospital Bremerton, HPO1 Boone Road Code 057, Bremerton, WA 98312; 360/475-4966 (ofc); e-mail: thompsonc@pnw.med.navy.mil, or Angela R. Gillem, PhD, Beaver College, 450 Easton Road, Glenside, PA 19038; 215/572-2184 (ofc); e-mail: gillem@beaver.edu.

Call for Papers - Women & Therapy

Submission deadline: March 15, 2001

Visible and Invisible Disabilities in the Lives of Women

Activists, advocates, academics, and service providers are encouraged to submit papers. Topics may include, but are not limited to, the impact of physical and/or mental disabilities on: other aspects of health, interpersonal relationships, caregiving, assessment, therapy, education, and vocational pursuits among various populations of women (e.g., women of color, girls and adolescents, elderly women, immigrant women, women of faith, lesbian/bisexual women, etc.). Manuscripts that focus on various types of treatment programs and activism are also encouraged. References, citations, and general style of manuscripts should be prepared in APA style, fourth edition and may be up to 20 typed double-spaced pages in length. Deadline for submissions is March 15, 2001. All manuscripts should be submitted in triplicate with a letter indicating that the material has not been published elsewhere and is not under review at another publication. Submissions should be made to: Martha E. Banks, PhD, Special Edition, Visible and Invisible Disabilities in the Lives of Women Research & Development Division, ABackans DCP, Inc., 566 White Pond Drive Suite C #178, Akron, OH 44320-1116; e-mail: abackan@en.com; fax (330) 745-4450.

New Journal Exclusively on Women of Color Offered by Smith College and Wesleyan University

Smith College and Wesleyan University have jointly created a new journal, published by the Wesleyan University Press, that editors say is the first, peer-reviewed scholarly journal focused exclusively on women of color. The debut issue of *Meridians* features articles about globalization and women, teaching about minority women, the film "Mississippi Masala", Dominican ideas about beauty, and other topics. Poetry also is included. The editorial board, in an introduction to the debut issue, notes that "feminist scholarship by and about women of color has a relatively brief history in the academy." But the board adds, "No area of study has so profoundly changed the scope and content of feminist scholarship in the past decade as the exploration of race and ethnicity in women's scholarship." The creation of the new journal, the editors write, "marks the recognition that no matter what theoretical or disciplinary paradigms bring feminist scholars to this historical moment of knowledge production and political action, and whether our work is in the United States or elsewhere, the post-colonial and the neocolonial collide and intersect in complex ways." Exploration of these issues, the editors hope, "will redefine not only the field of women's studies, but also the future directions of the humanities and social sciences." The articles are not online, but information about the journal may be found at www.smith.edu/meridians/.

Spanish/English Smoking Cessation Research Web site Recruiting Participants Ricardo F. Muñoz, PhD, UCSF/SFGH Latino Mental Health Research Program

The Latino Mental Health Research Program of the University of California, San Francisco, at San Francisco General Hospital has recently launched a bilingual research Website to study whether smokers can be helped to quit over the World Wide Web. The URL is: [hppt://stopsmoking.ucsf.edu](http://stopsmoking.ucsf.edu) or <http://dejardefumar.ucsf.edu>.

Recruitment of Spanish- and English-speaking smokers who want to quit is underway. There is no charge for using this site. This is a research study funded by the University of California Office of the President's Tobacco Related Disease Research Program. The research team is from the Schools of Medicine of the University of California, San Francisco and San Diego. Individuals will be required to fill out a standard research consent form before their data is collected.

Journal of Men's Studies

Submission deadline: May 1, 2001

The *Journal of Men's Studies* <www.mensstudies.com> invites empirical and theoretical articles for an upcoming multidisciplinary issue devoted to African Masculinities. Possible topics include: constructions of masculinities; questions of masculinity, maleness, and the male body; virility or infertility; representations of the male body in cultural texts and in the media; sexual practices and sexual identities; race, ethnicity, class--and masculinities; masculinities in the African Diaspora; fatherhood and male identity; male-female relationships; relationships between patriarchy and dominant masculinities; relationships between concepts of masculinity and nationalism; colonialism, westernization, and African responses to "modernity." Other relevant topics welcome. Submit essays of up to 8000 words by May 1, 2001 to: Prof. Lahoucine Ouzgane, Department of English, University of Alberta, Edmonton, AB Canada T6G 2E5 Lahoucine.Ouzgane@ualberta.ca

Call for Nominations and Awards

APA Committee on Ethnic Minority Affairs 2001

The American Psychological Association's Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin 3-year terms of service on January 1, 2002. The committee functions as a catalyst for action on ethnic minority issues and concerns by interacting with and making recommendations to the various components of the APA's governing structure, APA membership, and other groups.

Committee members plan, develop, and coordinate various activities related to both advocacy and promoting an understanding of the cultures and psychological well-being of ethnic minority populations and monitoring and assessing institutional barriers to equal access to psychological services and equitable representation in the profession of psychology.

To fulfill its commitment to full diversity in representation, the slates should be filled by an American Indian/Alaskan Native female psychologist and a Latina/Hispanic female psychologist.

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Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by the APA. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members attend the APA Annual Convention at their own expense to participate in convention programming sponsored by CEMA.

Nomination materials should include the nominee's qualifications (including a statement of relevant experience), a current curriculum vitae and a letter of interest to serve a 3 term on the CEMA if appointed. Self-nominations are encouraged. Nominations and supporting materials should be sent no later than July 1, 2001, to the Office of Ethnic Minority Affairs at the APA address.

Office of Minority Health Community Leadership Summit on Ethnic Minority Health Disparities

The Office of Minority Health (OMH) invites nominations of community-based organizations that are effectively addressing health disparities among racial/ethnic minority communities. OMH will convene 1,000 community leaders on September 4-7, 2001, in Washington, DC. With their help, OMH will prepare a digest of effective strategies that can be used by public and private health policymakers and legislators for eliminating health disparities.

To request additional information and/or to submit possible recommendations of community-based organizations to participate in this process, please contact: Synta Keeling, via fax to 301/657-4258 or e-mail to skeeling@betah.com. Please reference the Community Leadership Summit in the subject line of your fax or e-mail.

Upcoming Conferences and Conventions

Call for Workshops for Annual Convention in May 2001 National Coalition for Asian Pacific American Community Development

The National Coalition for Asian Pacific American Community Development (National CAPACD) will be hosting its second annual convention in Washington, DC, in May 2001. The date is to be announced. The theme this year is "National CAPACD...On the Move in 2001." The theme speaks to the ways that the Asian American and Pacific Islander movement has developed throughout the past 30 years to advocate for increased representation and resources for these communities by creating collaborations, innovations, and initiatives. As general sessions cover more broad based issues about Asian American and Pacific Islander communities, workshops should be focused more specifically on community and economic development issues.

If you would like to have a suggestion or coordinate a workshop, please send a one page description to Aleyamma Mathew, National Coordinator at aleyamma@aafe.org or fax to 212-979-2219. Workshops should be limited to three speakers as to have ample time for discussion. Also, please include the title of the workshop, names of participants, and contact information. In order to reserve hotel rooms for the workshops, we will need to hear from you of suggested workshops as soon as possible.

Call for Proposals NIMH Conference on the Role of Families in Preventing and Adapting to HIV/AIDS

July 25-27, 2001, Los Angeles, CA

Deadlines: March 20, 2001 for Paper and Workshop Presentations & June 4, 2001 for Poster Presentations

For additional information about the program, please contact: Gail E. Wyatt, PhD, Associate Director, UCLA AIDS Institute, Department of Psychiatry/Biobehavioral Sciences, 760 Westwood Plaza, Los Angeles, CA 90024-1406; 310/825-0193 (ofc); 310/206-9137 (fax); e-mail: gwyatt@mednet.ucla.edu.

Conference Calendar

JANUARY

January – April 2001

Twelve (12) Regional Leadership Training Conferences: "Training the Next GenerAsian"

Sponsored by Organization of Chinese Americans

Funded by State Farm Insurance Companies

For more information, please contact:

Christine Chen
202-223-5500
e-mail: cchen@ocanatl.org
Website: www.ocanatl.org

FEBRUARY

February 12-17, 2001

National Conference
National Association of African American Studies
National Association of Hispanic & Latino Studies
National Association of Native American Studies
International Association of Asian Studies
Houston, TX

For additional information, contact: Lemuel Berry, PhD, Executive Director, NAAAS, Morehead State University, 212 Rader Hall, Morehead, KY 40351; 606/783-2650 (ofc); 606/783-5046 (fax); or www.naaas.org.

February 16, 2001

Race, Class, and Environment: The State of Minority Health
The 23rd Annual Minority Health Conference
Chapel Hill, NC

February 17-20, 2001
83rd Annual Meeting American Council on Education
Marriott Wardman Park Hotel
Washington, DC

For additional information, updates, and to register on-line, please visit the web site: www.acenet.edu.

February 23-24, 2001

Decolonizing Methodology and Beyond: Constructing Indigenous Methodologies Oakes Learning Center University of California at Santa Cruz Native Research and Pacific Research Clusters

Indigenous scholars have critiqued the colonizing practices of western methodologies for decades. This conference will attempt to go beyond these critiques and develop indigenous methodologies that are accountable to indigenous communities. Additional information can be found through www.aboutconference.com/indigenoumethods or by contacting Sara Sutler-Cohen: saracher@juno.com; 831/423-2917, John Brown Childs: jbchilds@cats.ucsc.edu, Andrea Smith, 123 Felix Street #4, Santa Cruz CA 95060; 831/460-1856 (ofc); 831/459-3733 (fax); andysm@cats.ucsc.edu.

MARCH

March 2-3, 2001

Seventh National Asian Pacific American Conference on Law and Public Policy
Cambridge, MA

Sponsored by the Asian Pacific American Law Students Association at Harvard Law School and the Asian American Policy Review at the Harvard Kennedy School of Government. For more information, please contact: Kevin Lee 617-868-2362, e-mail: lee3@law.harvard.edu. Web-site: www.apalsa.org.

March 23-25, 2001

National Hispanic Medical Association
Fifth Annual Conference: "Health Hispanic Families"
L'Enfant Plaza Hotel, Washington, DC
For more information contact: National Hispanic Medical Association
202-628-5895

March 28 until April 1, 2001

Texas Tech University to Host 13th Annual National Black Graduate Student Conference.
Some of the events will be held on the Texas Tech University campus, others will occur at the Holiday Inn Civic Center, 801 Ave. Q, Lubbock, TX 79401. The Holiday Inn will be the most convenient place for students to make arrangements for their housing during the conference. For additional information about the conference, please contact, Ronald M. Anderson, Senior

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Associate Dean, Valerie McGaha, Research Assistant, National Black Graduate Student Conference, Box 41033, Lubbock, TX 79409-1033; Office: (806) 742-0623; Fax: (806) 742-4038; e-mail: Aqvkm@techmail.admin.ttu.edu or nbgscc@ttu.edu; www.ttu.edu/gradsch/nbgscc

March 28-April 1, 2001

18th Annual Conference: Boundaries of Asian American Studies
Toronto, Canada, Sponsored by the Association of Asian American Studies
For more information, please contact:
607-255-3320, e-mail: aaasconference@cornell.edu or apa1@cornell.edu
Website: www.aasp.cornell.edu

March 29-31, 2001

Asian American Leadership and Educational Conference
Dallas, TX. For more information, please contact: Anna Nguyen, 214-768-4580
e-mail: atnguyen@post.smu.edu, Website: www.smu.edu/~AALEC/

March 24-27, 2001

The American Association of Higher Education
Balancing Private Gain and Public Good
Marriott Wardman Park Hotel
Washington, DC

APRIL

April 5-8, 2001

Radisson Miyako Hotel, San Francisco
Asian Pacific Americans in Higher Education (APAHE) 14th annual conference.
"Visible, Yet Marginalized: Voicing a National Agenda for Asian/Pacific Americans in Higher Education" Hosted by the Asian American Studies, University of California, Berkeley.

For more information on the conference, please consult the conference website at:
<http://socrates.berkeley.edu/~ethnicst/apahe/main.html>. Or contact: L. Ling-chi Wang, PhD, Conference Chairperson, Ms. Janet Duong, Asian American Studies, University of California at Berkeley, Berkeley, CA 94720-2570, 510/642-6717 (office), 510/642-6456 (fax), e-mail: jduong@uclink4.berkeley.edu, e-mail: LCWang@uclink4.berkeley.edu.

April 11-13, 2001

RETAIN 2001: Diversifying Educational Pathways for Indigenous People
Norman, OK and Oklahoma City, OK
Sponsored by the University of Oklahoma.

This is the sixth national conference focused on creating a strong framework of support for indigenous students in higher education through exchanging ideas and methods on higher education retention with researchers, practitioners, planners, tribal higher education personnel, tribal leaders and indigenous students. For more information call 800/203-5494 or 405/325-3760.

April 18-19, 2001

Black Caucus of the Society for Research in Child Development (SRCDD)
Pre-Conference Workshop: High Stakes Testing and Education Achievement of Ethnic Children
Minneapolis, MN

For additional information, contact: Aline Garrett, PhD, 337/482-6586 (ofc); e-mail: amg4368@louisiana.edu.

April 2001

Annual Asian Pacific Islander American Issues Conference
Berkeley, CA
Sponsored by the Asian Pacific American Student Development at the University of CA, Berkeley
For more information, please contact: Catherine Ahn/Mytoan Nguyen, 510-643-5497, apasd_ucb@uclink.berkeley.edu, uga.berkeley.edu/asd/apasd

April 19-22, 2001

Islam in Africa: A Global, Cultural and Historical Perspective
Binghamton, NY

The Institute of Global Cultural Studies at Binghamton University, Binghamton, New York is hosting a conference on the topic of Islam and Africa, April 19-22, 2001. This interdisciplinary conference will focus on the uniqueness of Islam in Africa emphasizing its global context, from the first arrival of the religion on the continent up through current events in which Islam plays a role. For more information contact: Michael Toler or Tracia Leacock: The Institute of Global Cultural Studies, Binghamton University, PO Box 6000 LNG-100, Binghamton, NY 13905; Tel: (607) 777-4494, Fax: (607) 777-2642; e-mail: igcs@binghamton.edu, www.maroc.net/maghreb_music

MAY

May 2001

Asian Pacific American Legislative Conference
Washington, DC

Sponsored by the Asian Pacific American Institute For Congressional Studies

For more information, please contact: 202-547-9100, e-mail: apaics@apaics.org

May 30-June 3, 2001

14th National Conference on Race & Ethnicity in American Higher Education
Seattle, WA

For additional information, please contact: The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma, 2350 McKown Drive, Norman, OK 73072-6678; 405/325-2249

JUNE

June 7-10, 2001

8th Biennial Conference of the Society for Community Research and Action
Georgia State University, Atlanta, GA.

June 18-22, 2001

2001 Summer Public Health Research Videoconference on Minority Health

JULY

July 26-29, 2001

OCA's 23rd Annual National Convention, Seattle, WA
Sponsored by the Organization of Chinese Americans

For more information, please contact: 202-223-5500, e-mail: oca@ocanatl.org, www.ocanatl.org

July 30 - August 4, 2001

Association of Black Psychologist 33rd Annual Convention

Theme: "Building a Healthy Village for the new millennium: Creative approaches to wellness"
Denver, CO

For more information, contact the ABPsi national office 202/722-0808.

AUGUST

August 24 - 28, 2001

Annual Meeting of the American Psychological Association
San Francisco, CA

OCTOBER

October 18-20, 2001

Office of Minorities in Higher Education, American Council on Education
Cincinnati, OH

For additional information, contact: Lachone Fuquay, Office of Minorities in Higher Education, ACE, 202/939-9395; e-mail: allonenation@ace.nche.edu or www.acenet.edu.

OEMA COMMUNIQUÉ

IMPORTANT RESOURCES

On The Web

On-line: **www.minority.unc.edu** - Your guide to minority health activities and resources at the University of North Carolina at Chapel Hill and elsewhere.

The Jim Crow Museum website is maintained by Ferris State University in Big Rapids, Michigan. It is a collection of segregation memorabilia and anti-Black caricatures. The museum is both a real place and a virtual site. This anti-racism site includes images and accompanying text. New material is added monthly.

Web-site: **www.ferris.edu/news/jimcrow/index.htm**.

Find every law in the land and every state and federal court decision that's available on the Web free of charge: **www.findlaw.com** and **www.legalengine.com**.

National Criminal Justice Reference Service (NCJRS) Calendar of Events

Located at **http://eventcalendar.ncjrs.org** is a vehicle for the Federal Government and other professionals who are interested in criminal justice and drug control policy, to view a comprehensive list of current conferences, seminars, workshops and other events that are open to the public. The Calendar includes events that offer regional or national training and technical assistance to criminal justice policymakers and practitioners. This service is an activity of all the partner agencies of the National Criminal Justice Reference Service and provides a mechanism for users to submit event information for review and posting, if the event meets listing criteria. While every attempt has been made to locate and post current events that meet the display criteria, this database may not contain all existing events. The one-stop site for federal information is available at **www.firstgov.gov**. It features a very large database and index of all federal web pages.

Data on Race & Ethnicity Available from the APA Research Office

The APA Research Office has posted new data on race & ethnicity from "analyses of the graduate study in psychology: 2000." See the direct link: **http://research.apa.org/race.html**. This data also can be accessed from the research office homepage: **http://research.apa.org/** and also from a new link on the research office data page (permanent): **http://research.apa.org/data.html**.

DiversityWeb: **www.diversityweb.org**

An interactive resource hub for higher education **www.diversityweb.org** this is a joint project of the University of Maryland and the Association of American Colleges and Universities and is supported with funds from the Ford Foundation.

Race, Health Care and the Law: **www.udayton.edu/~health**

This Web site explores the role of the law in improving the health status of people-of-color and to assuring access to quality health care. It includes statutes, cases, law review articles, essays, and other documents.

Race, Racism and The Law: **www.udayton.edu/~race/**

This website considers race, racism and racial distinctions in the law. It examines the role of the law in promoting and/or alleviating racism. The site includes statutes, cases, excerpts of law review articles, annotated bibliographies and other documents related to race and racism.

Books

From APA:

Relationships Among Asian American Women, edited by **Jean Lau Chin, EdD**

From the press release, "this unique book brings fresh insight into Asian American women's lives by exploring the relationships they form together. Addressing the sociocultural, political, historical, and familial contexts that contribute to the development of these relationships,

contributors paint rich and refreshingly complex portraits of Asian American women."

Integrating Behavioral and Social Sciences With Public Health, edited by **Neil Schneiderman, PhD, Marjorie A. Speers, PhD, Julia M. Silva, PhD, Henry Tomes, PhD, and Jacquelyn H. Gentry, PhD**

The authors examine the ways that community-based behavioral and social science have been applied to major public health concerns. By its nature, public health is complex: Drug addiction, HIV, cancer, violence, and cardiovascular disease are threats notoriously difficult to control. Scientific advances have the potential to prevent disease and other health problems, yet when applied to communities the actual results are often less than spectacular. Psychological and other social factors within specific communities can and often do influence human behavior in negative ways that limit the effectiveness of technological and biomedical approaches.

Applying the constructive knowledge gained from behavioral and social research to public health represents a promising new direction. The authors in this volume provide insight on that promise by discussing mobilization, prevention programs, intervention evaluations, and research. Not only a showcase of successful integration, this volume also is a challenge to public health specialists and behavioral and social scientists to integrate their work in more effective ways. This call to arms is a must-read for any psychologist or social scientist working in the public health field. Item 431644A; ISBN: 1-55798-721-1.

To order contact: APA Order Department, PO Box 92984, Washington, DC 20090-2984; 1-800-374-2721.

From Greenwood Press:

Key Words in Multicultural Interventions: A Dictionary, edited by **Jeffery S. Mio, PhD, Joseph E. Trimble, PhD, Patricia Arredondo, EdD, Harold E. Cheatham, PhD, and David Sue, PhD**

An essential resource for those interested in multicultural issues, this dictionary presents common terms used in multicultural counseling and research. The terms are not only denotatively defined, but connotations are also included, as well as historical information and important writings about the terms. The dictionary is thus not only a straightforward compendium of definitions, but also a resource for further investigation.

ISBN: 0-313-29547-6

Race and Crime: An Annotated Bibliography, compiled by **Katheryn K. Russell, Heather L. Pfeifer, and Judith L. Jones**

This annotated bibliography of research citations covers the topic of race and crime in the United States from 1950-1999. This work included research on all racial groups, including Whites and American Indians. Annotations are divided into

categories such as works on individual racial groups and multi-racial groups. Includes edited collections, government reports, and electronic resources.

ISBN: 0-313-31033-5

Greenwood Press, 88 Post Road West, PO Box 5007, Westport, CT 06881; 203/226-3571; 1-800-225-5800 or consult the on-line catalog at www.greenwood.com.

Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practice, edited by **Leslie C. Jackson, PhD, and Beverly Greene, PhD**

Focusing on the breadth of issues that affect psychotherapy with African American women, this unique volume is designed to help clinicians develop a broader understanding of what is useful and what is problematic when applying psychodynamic concepts to their clients. From an array of seasoned clinicians, chapters present innovative and creative reformulations of theory and technique that build upon and challenge existing models. The volume is replete with illustrative clinical material and pointers for practice.

Item #: 0585; ISBN: 1-57230-585-1

To order, contact:

Gilford Publications, Inc.

1-800-365-7006; e-mail: info@gilford.com; www.guilford.com

From Praeger Press:

Forging Links: African American Children—Clinical Development Perspectives, edited by **Angela M. Neal-Barnett, Josefina M. Contreas, & Kathryn A. Kerns**. This book examines major issues currently encountered during black children's socialization and development and presents unique conceptual and research approaches for examining these issues.

ISBN 0-275-96783-2.

To order, contact:

Praeger Press, Greenwood Publishing Group, 88 Post Road West, PO Box 5007, Westport, CT 06881; 203/226-3571; 1-800-225-5800 or consult the on-line catalog at www.greenwood.com.