

The APA/NIGMS Project:

## Overview and Objectives

**V**isions and Transformations: The Final Report, of the American Psychological Association (APA) Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT), found representation of persons of color markedly decreases at each succeeding level of psychology's educational pipeline (high school through postdoctoral studies). In response to this concern, the APA Office of Ethnic Minority Affairs (OEMA) submitted a grant application to the National Institute for General Medical Sciences (NIGMS) in January 1996 entitled "Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training, and Research." In September 1996, OEMA won a 3-year grant totaling \$750,000 from NIGMS to demonstrate the effectiveness of a

"systemic approach" for increasing the number of persons of color in the educational pipeline for biomedical research careers in psychology. The grant would especially target the following areas: AIDS, stress, cardiovascular disease, diabetes, cancer, substance abuse, neuroscience, gerontology, pain and its management, developmental disorders, and other areas at the intersection of health and behavior that have a disproportionately negative impact on the health and life span of persons of color.

The project's major objectives are to:

- **Establish five multi-institutional Regional Centers of Excellence in recruitment, retention, and training students of color interested in biomedical research in psychology**, with each center consisting of a major research university and two

predominately minority institutions including a community college;

- Implement at each regional center a **specific methodology for strengthening linkages between the center's major research institution and its minority-serving institutions** related to minority recruitment, retention, and training;
- Provide technical assistance (diversity consultation and scientific advisement) to the regional centers and **facilitate implementation and evaluation of the centers' demonstration programs and strategies** for strengthening the capacities of their psychology faculty and departments to effectively recruit, retain, and train students of color for biomedical research careers in psychology;
- **Increase the number of students of color interested in pursuing biomedical research careers in psychology** at the project's participating institutions and improve these students' rates of retention;
- Facilitate the recruitment, retention, and training of the nation's future minority biomedical researchers by **disseminating the project's findings, procedures, and demonstration models** to all of the nation's academic departments of psychology and to other appropriate scientific/professional associations and societies; and
- **Document and evaluate the impact of the proposed systemic approach.\***

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## Participating Institutions and Their Respective Core Team Leaders

### Eastern Region

Morgan State University,  
Warren Rhodes, PhD,  
Department Chair

Prince George's Community College,  
Robin J. Hailstorks, PhD,  
Department Chair

University of Maryland,  
College Park,  
William S. Hall, PhD,  
Department Chair

### Midwestern Region

Chicago State University,  
Ivy M. Dunn, PhD

Truman Community College,  
Richard Kampwirth, PhD

### Rocky Mountain Region

Dull Knife Memorial College,  
Arthur L. McDonald, PhD

Ft. Belknap College  
Bille Foote

Sinte Gleska University,  
Burdette Clifford

The University of South Dakota,  
Beth Todd-Bazemore, PhD

### Southeastern Region

Florida International University,  
Marvin Dunn, PhD,  
Department Chair

Miami-Dade Community College,  
Evelyn Diaz, PhD, Department Chair

University of Miami,  
Rod Wellens, PhD,  
Department Chair

### Western Region

California State University,  
Dominguez Hills,  
Ramona Davis, PhD,  
Department Chair

Santa Monica College,  
Karen Gunn, PhD

University of California, Los Angeles,  
Hector Myers, PhD

## Consultants to the APA/NIGMS Project

Consultants to this project are categorized as Technical Consultants, Diversity Consultants, or Scientific Advisors.

### Technical Consultants

Diane Adams, PhD  
Alliant University  
Victor De La Cancela, PhD  
Salud Management Associates

### Diversity Consultants

\*Asuncion M. Austria, PhD  
Cardinal Stritch College  
Maria J. Beals, PhD  
New World Consultants, Inc.  
A. Toy Caldwell-Colbert, PhD  
Howard University  
\*Allen C. Carter, PhD  
Carter and Associates  
Vicki Green, PhD  
Northern Arizona University  
\*Hector Machabanski, PhD  
Chicago School of Professional  
Psychology  
Lynette P. Padmore, PhD  
Consultant  
Edward G. Singleton, PhD  
Consulting Psychologist  
\*Dorothy M. Tucker, PhD  
The Saybrooke Institute  
Luis A. Vargas, PhD  
The University of New Mexico

### Scientific Advisors

Ruben J. Echemendia, PhD  
Pennsylvania State University  
\*Nolan E. Penn, PhD  
University of California-San Diego  
Pamela Trotman Reid, PhD  
University of Michigan

\* Indicates Lead Regional Consultant

## APA/NIGMS Project Staff

Bertha G. Holliday, PhD. . . . . Principal Investigator  
James M. Jones, PhD. . . . . Co-Principal Investigator  
Jessica Kohout, PhD. . . . . Research and Evaluation Investigator  
Sonja M. Preston, MSW. . . . . Project Administrator  
Keith LeQuay, MA . . . . . Research Assistant  
Sherry T. Wynn . . . . . Program Associate  
La Quita Pinkston. . . . . Administrative Assistant

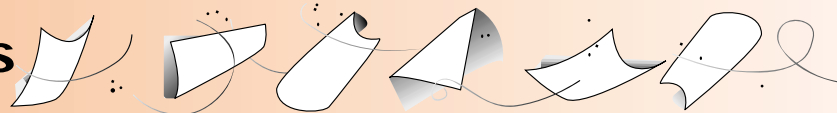
## Introducing the New Project Staff

The project would to welcome two staff members:

**Keith Lequay, MA**, is the project's Research Assistant. Mr Lequay is a graduate student at the Howard University Department of Psychology Industrial/Organizational Program. He has worked with the project since September 1999.

**La Quita Pinkston** is the new project Administrative Assistant. Ms. Pinkston joined APA in March 2001 and attended the University of New Orleans. Before coming to APA, Ms. Pinkston worked at the International Monetary Fund (IMF) for 10 years.

# Selected Project Highlights



## Strengthening Research Skills



- **Chicago State University's (CSU) and Truman Community College's (TCC) joint Student Undergraduate Research (SURE) Project** recruited seven new students in its summer program. SURE, an intensive 6-week summer program, provides undergraduates with an opportunity to improve research and related academic skills important to academic success and achievement.
- The Southeastern Region's (**Florida International University (FIU), Miami Dade Community College (MDCC), University of Miami (UM)**) Psychology Research Initiatives Mentorship Experience (PRIME) regional program continues. The successful project, involving a total of 29 regional faculty and 14 PRIME students, includes a 1-credit preparatory course and a 10-week mentored summer research internship for regional students that ends with students presenting their research at a scientific poster session.
- **The University of Maryland, College Park (UMCP)** will continue to host selected Eastern Region students to participate in the Enhancing Research Training Opportunities for Ethnic Minority Students in Psychology (ETEP) program. ETEP, a partnership among the Eastern Region's three participating psychology departments, includes 15 participating regional faculty from the Eastern Region and offers undergraduate minority students participation in a year-long mentored project focused on the field of research in biomedical sciences.
- **The University of California, Los Angeles (UCLA)** selected seven

new students for a total of nine participants in its APA/NIGMS Scholars 2000 program. The scholars program emphasizes intensive mentoring, research practice, and formal presentation skills and provides students with career information, GRE assistance, and graduate school application assistance.

- **California State University, Dominguez Hills (CSUDH)** continues to support the activities of 10 APA/NIGMS scholars in focused training and mentoring related to pursuing advanced education in psychological and biobehavioral research careers.
- **Santa Monica College** has recruited eight new students for its New Scholars in Psychology Program (NSPP), which involves year-long informational programming, collaborative regional activities, provision of relevant experiences in psychology, faculty mentorships, and transfer to a 4-year psychology program. The program has a total of 13 student participants.
- The first Undergraduate Conference for Research in Psychology was held November 2000 at **UM**. The event attracted more than 100 students from the UM, FIU, and MDCC. Thirteen PRIME students presented their research and competed for presentation awards.

## Transforming Departments by Forging Linkages and Partnerships

- **The University of South Dakota (USD)** Student Life Department, at the behest of the institution's APA/NIGMS project, established graduate assistantship position to collect information related to retaining Native American students at USD.

- **MDCC** hosted the Psychology Lecture Series, offered by UM and FIU faculty. More than 120 students attended the five-part series.
- **The CSU Life Science Center** continues to provide student support services and information on the GRE, graduate school, internships and summer programs, careers, and ethnic minority professionals in the field of psychology to CSU students in the psychology, biology, and math departments. In 2001, more than 300 students participated in activities and services sponsored by the CSU Life Science Center.
- **FIU** will hold research roundtables with invited faculty from FIU and the UM's psychology, public health, and biology departments. Roundtables will focus on research, opportunities for undergraduates, and issues related to graduate school applications.

## Breaking Down Inter-Institutional Barriers

- **CSU and TCC** students built a Web site for undergraduates majoring in psychology and related biobehavioral sciences. CSU's Life Science Center staff manages the site, which is jointly funded by a grant award from the APA/Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) and the APA/NIGMS project. The site can be viewed at <http://www.csu.edu/psychology/life.htm>.
- **CSU** developed a student listserv through its psychology department that provides information on scholarships, internships, special events, and other important news to about 100 CSU and TCC student subscribers. The Life Science Center student manager coordinates the listserv and forwards student inquiries to appropriate faculty members for response.

- **MDCC, Kendall Campus** developed a Web site for the Biomedical/Psychology Project. The site (<http://www.mdcc.edu/kendall/social/index.html>) includes information about the NIGMS grant, the application process, a lecture series, and the Summer Internship and Psychology Student Association.
- **CSUDH** completed development of a project Web site that provides information on the APA/NIGMS project and links to all three participating institutions in the Western Region. The site can be found at <http://www.csudh.edu/psych/apahome.htm>.
- **The Rocky Mountain Region** developed an NIGMS project Web site that provides information about the grant project and provides regional Web site links to the three participating institutions. The site address is <http://www.usd.edu/~jsimons/APA-NIGMS/index.html>.
- **FIU** developed a Web site to recruit and inform students about the FIU PRIME activities. The site can be accessed at <http://www.fiu.edu/~schwartzb/PRIME.html>.
- **CSU** hosted nine TCC students during the annual visit to the electron microscopy laboratory.

### Strengthening Biomedical Curricula



- **MDCC** project faculty teach a 3-credit course entitled "Psychology for Career Adjustment" that explores career opportunities in psychology and related biomedical fields.
- **TCC** continues to offer the combined biology and psychology course team-taught by psychology and biology faculty. The course integrates laboratory activities through visits to major research universities.

### Building Academic Support Programs

- **UCLA and CSUDH** continue to hold monthly seminars for their first and second-year students on issues concerning the academics of psychology, pursuit of psychology as a career, and completion of a psychology degree.
- The **UCLA** purchased GRE preparation software for all APA/NIGMS student participants and held an all-day Princeton Review GRE workshop.
- Project faculty at **USD and Sinte Gleska University (SGU)** taught an intensive 3-credit course in mentoring on USD's campus attended by regional and local high school students. At completion of the course, mentors were assigned to Upward Bound and Math/Science Initiative Program (MSIP) students, many of whom are first-generation Native American college-bound high school students, who were attending a 6-week summer college preparatory program held at USD.
- **MDCC** formed a new student organization for psychology majors. Professor Deborah Powell, a member of the MDCC APA/NIGMS Core Team, is the faculty advisor.
- The **USD** project continues to participate in the USD undergraduate orientation, working collaboratively with the USD Student Support Services' orientation program to foster relationships between Native American students, their families, and the USD community.
- **SGU** continues to support and enhance the Rodger Hornby Research Center established to assist students with research and training.
- The **CSU** Department of Psychology launched a peer-mentoring project targeted to freshmen and transfer students. Students are matched with upper classmen or graduate student members of Psi Chi, the National

Honor Society for Psychology, who provide tutoring, employment assistance, campus tours, and sessions on study methods.

- **CSUDH** 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.
- **Dull Knife Memorial College (DKMC)** continues to support the Student Tutoring and Mentoring Program through the new William TallBull Community Education Center on the DKMC campus, including tutoring Native American students interested in the fields of biomedical research and/or human services.
- The **USD** is developing and producing a survival guide for Native American students.

### Reaching Out to Communities



- The **USD** published the second issue of the *Psych on the Rise* newsletter that is distributed to regional high schools. The newsletter is a collaborative effort of USD graduate psychology students and local Native American high school students.
- A psychology PhD graduate student from the University of Montana was placed at **DKMC** throughout the Spring semester as an intern and taught a 3-credit course in careers in psychology. Local tribal community members were guest presenters for the course.
- **CSU** hosted 40 middle school children on a campus tour of the Life Science Center. CSU students also conducted hands-on activities about visual perception and eyewitness testimony.

- The USD established a new reservation-based clinical internship for a Native American graduate student at the Flandreau Santee Sioux Tribal Mental Health Center.

### *Outcomes and Impact*

- Based on the success of the PRIME intensive research mentorship project, Drs. Rod Wellens and Victoria Noriega received \$60,000 in supplemental funds from the UM's provost and dean of the College of Arts and Sciences to support undergraduate student

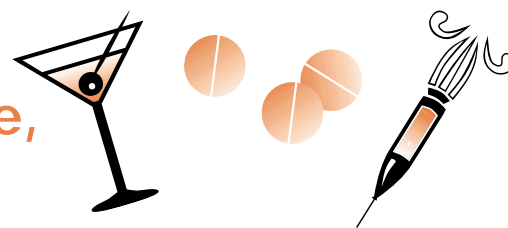
research projects.

- Two of the three 1999–2000 Enhancing Research Training Opportunities for Ethnic Minority Students in Psychology (ETEP) students from the **Eastern Regional Center** are transfer students from the APA/NIGMS project at PGCC. Both students are now in the UMCP Department of Psychology.
- Five of the 11 total graduating seniors who participated in the CSUDH Scholars Program are pursuing advanced degrees. One student is attending a PhD-level program in industrial/organizational psychology, two are in master's level programs in industrial/

organizational psychology, and two are in master's programs in social work.

- Of the 11 UCLA scholars involved in the 1998-1999 program, nine students have graduated, and one student expects to graduate in Spring 2002 with a major in molecular cell and developmental biology. Of the nine graduates, four were admitted to graduate programs.
- Of the 18 UM 1998 and 1999 Summer PRIME program students, 7 are in graduate school, 10 are completing honors theses, and all of the seniors in the program graduated.\*

## Seventh Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse, and Culture



Tony L. Strickland, PhD, director of the Charles R. Drew University of Medicine and Science's Biobehavioral Research Center, chaired the Seventh Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse, and Culture held on October 19-20, 2000, in Los Angeles, CA. At Dr. Strickland's invitation, the APA/NIGMS project coordinated the attendance of eight APA/NIGMS students.

The conference, presented by the Charles R. Drew University of Medicine and Science and Neuropsychological Consultants Inc., sought to provide current research on mental health and substance abuse disorders that occur throughout the life span. Its programmatic focus was on the potential influences of socioeconomic status, culture, age, and gender on assessment, diagnosis, and treatment of these disorders and the relevance of these issues to brain-behavior relationships and psychotropic drug response. Director of the National Institute of Mental Health Steven Hyman, MD, gave the keynote address, "Co-Occurring Mental and Substance Use Disorders: Challenges for the Future."

Conference presentations were divided into three tracks, which included concurrent presentations on psychopathology, substance abuse, and special topics. Topical presentations were on HIV assessment and treatment, aging, mental health and the law, and traumatic brain

injury. The Center for Substance Abuse Treatment, National Institute of Mental Health, Office on National Drug Control Policy, National Institute on Aging, Los Angeles County Department of Mental Health, and Neuropsychological Consultants, Inc., funded the 2-day conference. The attending NIGMS students, asked to chronicle their experiences and observations in a conference diary, provided the following excerpts.

*Alejandro Morales, California State University, Dominguez Hills*

"This has been one of the most interesting conferences I have attended...Initially, I thought that the health and mental health programs were sufficient, since the United States is rich in resources. But the reality is that there are still individuals...who do not receive health care...At the end of the day I was numb, having heard how our government is not addressing the needs of our group...My desire to help minorities grew after hearing how there is a great need to address the needs of our people."

*Alycia Blackwell, Morgan State University*

"There were so many informative and exciting presentations in the 2-day conference...The most intriguing presentation

*continued on pg. 10*

# The Diversity Needs of Academic Settings (DiNAS) Brief Research Report #1: Focus on Diversity Efforts

by Keith Lequay, MA, Project Research Assistant

The DiNAS (Diversity Needs of Academic Settings) instrument was designed and developed by project consultants Victor De La Cancela, PhD, and Diane Adams, PhD. It consists of six survey forms designed for students, staff, faculty, and administrators. In addition, statistical recruitment and retention data were collected at the institutional and departmental levels. It is important to remember that DiNAS data are from the 15 institutions who were the initial participants in the APA/NIGMS project, namely, five major research institutions, five predominantly minority 4-year colleges, and five predominantly minority 2-year colleges. Thus, the DiNAS sample is unique in terms of differing types of institutions represented.

Open-ended items have been coded, descriptive analyses of the DiNAS survey data (N = 2069) have been completed, and inferential analyses are in progress. This is the first of a series of brief reports on DiNAS findings.

**Institution administrators** (n = 35) responded that the most frequently cited ways in which campus minority recruitment and retention strategies were expressed were through college catalogues (70.6%), mission statements (67.6%), and presidential statements (64.7%). The most frequently cited major funding sources for minority recruitment and retention programs were state appropriations (55.9%), followed by federal grant money (47.1%), TRIO program funds (38.2%), and state grants (20.6%).

Cited most frequently as the major threats to the continuation of institutional minority student recruit-

**TABLE 1**

Item	N	M	SD
1. The institution offers orientation services for students with different needs.	1760	4.1	1.3
2. Proactive (i.e., advisor driven, not student driven) academic advising and mentoring is provided to students during their first year of attendance.	1761	3.8	1.4
3. Students of color in danger of failing are identified by an early alert system and receive timely advising and assistance.	1741	4.3	1.7
4. Students of color identified as lacking the competencies required for entry level courses receive appropriate instruction in basic skills, academic advising, and tutoring.	1743	4.3	1.7

ment and retention programs at their institution were (a) changes in state appropriations (44.1%) and (b) changes in the college's presidential leadership (23.5%).

**Student respondents** (n = 1830) who were enrolled in a psychology/mental health course were 73.2% female and 26.6% male, with a mean age of 24.5 years (SD = 7.3). English was the native language of 72.1% of the respondents, of whom 35.8% classified themselves as White/European American, 31.8% classified themselves as African American/Black, 9.5% as Latino/Hispanic, 10.4% as Asian American/Pacific Islander, and 4.3% as American Indian/Alaska Native.

Undergraduate students comprised 82% of the respondents, and, of the 16.3% self-identified as graduate students, doctoral students represented 12.5% of the sample, and MA/MS or other nondoctoral students

comprised 3.8% of the total.

Several of the student survey items focused on instruction and advising of students of color. When students were asked to rate these items on a 5-point Likert scale (1 = not descriptive; 5 = very descriptive), the mean ratings were almost uniformly moderate and evidenced rather consistent standard deviations. Specific examples are in Table 1.

When the above items are compared by type of institution on a Scheffe test, significant mean differences ( $p < .05$ ) are found for Items 1, 3, and 4 between the major research institutions and the 4-year and 2-year minority institutions. In summary, there seems to be a significant difference between the major research institutions ( $m = 4.34$ ) and the 4-year ( $m = 3.96$ ) and 2-year minority institutions ( $m = 4.06$ ) in students' perceptions of orientation services offered for students with different needs.

Additionally, significant differences were found between the major research institutions ( $m = 4.61$ ) and the 4-year ( $m = 3.93$ ) and 2-year minority institutions ( $m = 4.36$ ) concerning the issue of identifying by an early alert system and receiving timely advice and assistance for students of color in danger of failing. A significant mean difference (.43) between the 2-year and 4-year minority institutions also was found for this same item at a  $p < .05$  level.

One explanation for the institutional differences above may be that the availability of campus resources at the minority institutions for orientation and advice are either not available in comparison to the research institutions and/or student orientation and assistance are not seen as critical at these institutions, given the scarcity of resources and the constituency of these institutions.

Finally, there were significant differences among all three types of institutions related to Item 4 (i.e., that students of color identified as lacking the competencies required for entry level courses and whether they receive appropriate instruction in basic skills, academic advising, and tutoring). Students at the major research institutions ( $m = 4.61$ ) indicated that they considered institutional assistance in this area more supportive of student needs than did students at the 4-year ( $m = 4.05$ ) and 2-year minority institutions ( $m = 4.31$ ).

Interestingly, respondents at the 2-year institutions found the above instruction and advising questions more descriptive of their campus policy than did their peers at the 4-year minority institutions (Table 1).

Students also reported on diversity activities and awareness, where diversity efforts were defined as: "Organized sets of activities focused on both (a) improving student/facul-

**TABLE 2**

Item	N	M	SD
1. Students' racial/ethnic concerns are considered to be an important issue:			
a. On your campus?	1774	3.4	1.2
b. In the psychology department/program?	1748	3.1	1.2
c. To you?	1782	3.5	1.4
2. Is the importance of diversity publicized widely on campus?	1768	3.4	1.2

ty recruitment, retention, and training/professional development; and (b) Increasing concern for and associated supportive actions related to the cultural values, interests, concerns, strengths, and needs of students and/or faculty of color."

Please note that diversity efforts may occur at both predominantly White and predominantly ethnic minority institutions.

Students rated statements on diversity efforts on a 5-point Likert scale (1 = not important; 5 = very important). Examples of such ratings are in Table 2.

Students rated the items in Table 3 on a 5-point Likert scale of supportiveness (1 = not supportive; 5 = very supportive):

A comparison of Items 1-4 above indicates that there are significant differences between each type of institution on the question of whether

students' racial/ethnic concerns are considered to be an important issue:

**a. On the campus**

There was a significant and major mean difference ( $p < .05$ ) between the major research ( $m = 3.65$ ) and 2-year institutions ( $m = 3.03$ ) and between the 4-year ( $m = 3.41$ ) and 2-year minority institutions. Racial/ethnic concerns were reported as given significantly more importance on the campus of the major research and 4-year minority institutions when compared to the 2-year institutions.

**b. In the psychology department**

Students at the 2-year minority institutions ( $m = 3.87$ ) responded that ethnic concerns were significantly ( $p < .05$ ) more important an issue in the psychology department/program at their institutions when compared to the responses of their peers at the major research ( $m = 3.19$ ) and 4-year institutions ( $m = 3.21$ ).

**TABLE 3**

Item	N	M	SD
3. To what extent are diversity efforts supported by:			
a. The campus community?	1741	3.3	1.0
b. The psychology department/program?	1722	3.2	1.0
4. To what extent are you supportive of:			
a. Campus diversity efforts?	1776	3.5	1.2
b. Psychology department/program diversity efforts?	1746	3.4	1.2

**c. To you**

As was the case for the “on the campus” item, students in the major research (m = 3.72) and 4-year institutions (m = 3.55) considered these issues significantly (p < .05) more personally important than did their peers at the 2-year institutions (m = 3.13).

On the questions of:

**2. Is the importance of diversity publicized widely on campus?**

Significant mean differences (p < .05) were found between the major research and 2-year institutions (.34) and between the major research and 4-year institutions (.30). Students at the major research institutions (m = 3.60) reported diversity as more publicized on their campus compared to their peers at the 2-year (m = 3.27) and the 4-year (m = 3.30) minority institutions.

**3. To what extent are diversity efforts supported by:**

**a. The campus community?**

As with the majority of the institutional differences found on the earlier questions, students at the major

research institutions (m = 3.53) believed there was more support on their campus for diversity than did students at both 4-year (m = 3.25) and 2-year institutions (m = 3.25).

**4. To what extent are you supportive of:**

**a. Campus diversity efforts?**

Again there were significant mean differences (p < .05) between the major research (m = 3.74) and 4-year (M = 3.37) institutions and between the major research and 2-year institutions (m = 3.22), with research institution students reporting greatest support of campus diversity efforts.

**b. Psychology department/program diversity efforts?**

Significant differences (p < .05) were found between student perceptions of support of psychology department/program diversity efforts at the major research (m = 3.63) and 4-year minority (m = 3.28) and the 2-year minority (m = 3.16) institutions.

The above results suggest that there are major differences among college students in their attitudes toward diversity activities based on

the type of institution attended. In general, the students at major research institutions are more personally aware of and supportive of diversity activities on their campuses. However, those same major research institution students considered their psychology department/programs significantly less supportive of racial/ethnic concerns when compared with perceptions of their peers at both the 4-year and 2-year institutions. Nevertheless, research institution students reported greater support for the diversity efforts of their psychology department/program than did their peers at 4-year and 2-year minority institutions. It is possible that the respondents' identification with their campus is a factor affecting attitudes and perceptions toward diversity support. The contemporary reality, however, is that typically the 2-year community institution is a more diverse campus than the major research institution and, therefore, it is not surprising that students at the former institutions are less supportive of diversity efforts than their peers at the major research institution. Diversity at these institutions is more frequently a given that does not require extraordi-

**TABLE 4**

**Faculty Ethnicity by Type of Academic Institution (percentage distribution)**

	Major		Research		4 yr		Minority		2 yr		Minority		Total
Race	N	%	N	%	N	%	N	%	N	%	N	%	
White	53	84.1	32	76.2	17	76.2	17	76.2	17	76.2	17	76.2	102
Black	1	1.6	5	11.9	2	11.9	2	11.9	2	9.5	2	9.5	8
Hispanic	4	6.3	0	—	1	4.8	1	4.8	1	4.8	1	4.8	5
Asian	2	3.2	2	4.8	1	4.8	1	4.8	1	4.8	1	4.8	5
American Indian	2	3.2	3	7.1	0	—	0	—	0	—	0	—	5
<b>Total</b>	<b>62</b>		<b>42</b>		<b>21</b>		<b>21</b>		<b>21</b>		<b>21</b>		<b>125*</b>

\*One faculty member has not identified self by race.

**TABLE 5**

Item	N	M	SD
1. Students' racial/ethnic concerns are considered to be important:			
a. In the college/university?	121	4.2	0.9
b. In your department/program?	121	4.1	1.1
c. To you?	121	4.3	1.0

nary efforts. The 2-year community college is frequently the postsecondary education entry point to the academy for first generation college students and immigrants.

On another issue of campus climate, diversity and faculty support of diversity issues, nearly 43% (42.6%) of students responding indicated "Yes" their professors were *sensitive and aware of racial/ethnic diversity issues in their classroom*, while (10.6%) said "No" to the same question (Don't know = 41.8%).

**Faculty** (n = 126)

A distribution of faculty by race and institution type is shown in Table 4 with foreign national faculty (0.8% of the total, excluded from the table.

When faculty were questioned about items related to diversity activities and awareness similar to the ones given to students, they provided higher ratings of importance with less variability in responses. For example, on ethnic minority recruitment and retention activities (1 = not important; 5 = very important), responses were as seen in Table 5.

Likewise, faculty provided relatively higher mean ratings than students when asked the extent to which "Your participation in diversity/ethnic minority focused events is encouraged by the college/university (n = 118, m = 4.0, sd = 1.1), and by the department/program (n = 118, m = 3.6, sd = 1.2). Students perceived the campus and psychology departments

placing less importance on racial and ethnic concerns than did faculty. Furthermore, faculty responses to these items evidenced no significant differences by institution type and race using a Scheffe test.

Faculty also were asked to rate on a 5-point scale (1 = much less supportive; 3 = no change; 5 = much more supportive) the items in Table 6.

*Q: Since the initiation of your department program's diversity efforts, how has the climate changed in its support of (see Table 6):*

**TABLE 6**

Change in Climate in Support of:			
Item	N	M	SD
a. Ethnic minority faculty and students	41	3.9	0.8
b. White faculty and students	40	3.3	0.8

**TABLE 7**

Rating of Department/Program Climate for:			
Item	N	M	SD
a. Ethnic minority faculty and students?	114	4.1	0.9
b. White faculty and students	114	3.8	0.9

Faculty perceived that diversity efforts resulted in a positive climate change for all, with the greatest increase in supportiveness of minority faculty and students. A post-hoc Scheffe test of the above questions analyzed by race of faculty did not allow for any significant differences between White and non-White faculty because of small group samples. However, faculty seemed to be quite positive in their ratings when asked:

*Q: How would you rate the department/program climate for (see Table 7):*

Overall, faculty responses for the captioned questions in this sample reflected a department/program climate that was very positive for minority students and faculty (1 = not supportive; 5 = highly supportive). However when item (a) above is analyzed by race of faculty, the results found that non-White faculty (m = 3.6; sd = 1.2) differed significantly (p = .04) from White faculty (m = 4.2; sd = .77) in their perceptions of the department's climate for ethnic minority faculty and students, White faculty giving a higher rating to the departments/program climate than their minority faculty counterparts.

One explanation for this response may be contained in the faculty distribution as only 18.3% of the respondents identified as minorities, while 80.2% self-identified as White, of whom 48% taught at predominantly minority schools. The majority of White faculty respondents may therefore be experiencing themselves as minorities within their department/program's climate, and this may be a factor for their response. However for item (b) there are no significant differences between faculty responses by race in evaluating the departments/program climate for White faculty and students.\*

continued from pg. 5

in the psychopathology tract was "Assessment in Establishing Gay Specific Treatment Needs in the Gay/Bisexual Population" because it informed me about culture-specific drug use/abuse and research that proved culture-specific treatment is effective...The conference was very informative and offered a comprehensive view of neuropsychology, behavioral psychology, and substance abuse and delivered a wealth of information."

**Genise Vertus,**  
**University of Miami**

"The most memorable aspect of the first day surprisingly occurred at the reception...I met other graduate students who, not very long ago, were

undergraduates like myself trying to make the transition to graduate school. It was then, surrounded by these young PhD minority women who were now doing their postdocs, that I realized why I was there...and why it was important to take part...I came to realize that my dreams of going to graduate school and earning my PhD are real... if I continued to persevere."

**Iurma Bello,**  
**University of Miami**  
"I found it very interesting how some of the presentations were directly related to not only psychological concepts and theories, but also to criminology theories...since my second major is criminology. It was great to hear an integration of both fields."

**Kelley LeBeaux,**  
**University of South Dakota**  
"I felt that the topics of the conference succinctly related to my areas of interest and...research...I attended the Substance Abuse Track and listened to three very good presentations pertaining to co-occurring mental health disorders with substance abuse and the treatment of individuals in the correctional system. I...absorbed... information that was presented due to the fact that I am currently working 1 day a week in a residential treatment facility for adolescent female offenders. Although my work with them is not specifically related to substance abuse, that issue does tend to carry over and exist with some of the other issues for which I provide therapy."\*

## News Shorts

### Information From the Office of Ethnic Minority Affairs (OEMA)

*Guidelines for Research in Ethnic Minority Communities*, collectively developed by the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAEMI), is available through request to OEMA. The guidelines seek to inform the nation's social and behavioral researchers, major public and private funders of community research, and public policy analysts and advocates on the importance and appropriateness of multiculturalism in research-based strategies and methodologies that reflect the philosophical tenets of diversity. If you would like a copy of the guidelines, please contact OEMA at 202-336-6029.

### The Directory of Ethnic Minority Professionals in Psychology

The fourth edition of the *Directory of Ethnic Minority Professionals in Psychology* is now available! For more information, contact the APA Book Order Department at 1-800-374-2721.

### NIGMS Newsletter

The *Minority Program Update Newsletter* is available from the NIGMS' Minority Opportunity in Research (MORE) office. The newsletter provides information on NIGMS' minority

programs and participants. For newsletter information and to obtain a copy on-line, please access the Web site: <http://www.nigms.nih.gov/news/mpu/html>.

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### The Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT)

The American Psychological Association's Public Interest Directorate has been allocated \$100,000 in fiscal year (FY) 2001 to continue implementing the Five-Year Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT). As in FY 2000, these funds will be used primarily to fund small grants. Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. These small grants are intended to serve as seed funds to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention, and training in psychology. For more information on the project, contact Adisa Ajamu at OEMA (202-336-6029) or by e-mail at [aajamu@apa.org](mailto:aajamu@apa.org).\*

# Announcements and General Information

**The project** is saddened to report that Dr. Scott Fraser, Florida International University (FIU) Department of Psychology Chairperson and former APA/NIGMS Core Team Leader, died February 13, 2000, at 43 years of age. Dr. Fraser, chairperson for the past 9 years, joined FIU after a 2-year stint at Purdue University at Indianapolis. Dr. Fraser received his bachelor's degree from Youngstown State University and his master's and doctorate degrees in psychology from Akron University. An industrial and organizational psychologist by training, he focused his research interests in employee assessment. Dr. Fraser's work reflected his inexhaustible quest for knowledge. His recent research advanced knowledge on Leader-Member Exchange, the Americans With Disabilities Act, power and influence, and customer service orientation. Colleagues report that students always surrounded Dr. Fraser, and he always had a joke to tell. The family requests that contributions be made to the Scott L. Fraser Scholarship Fund, established in his name at FIU, by contacting the psychology department at 305-348-2880.

**Wishes for** a speedy recovery and rehabilitation are extended to FIU's Dr. Luis Escovar currently on leave recovering from illness. He plans to return to active service in the next academic year.

## *Welcome Aboard!*

**Rita Barrett-Latimore, PhD**, faculty member from the Morgan State Department of Psychology, is a new Morgan State University Core Team Member.

**Joanne Chen** is the new Project Coordinator in the Department of Psychology for the University of California, Los Angeles APA/NIGMS Scholars Project.

**Evelyn Diaz, PhD**, Department Chair of the Social Science Department, and Deborah Powell, MA, and Patricia Stephenson, PhD, both Professors in the Psychology Department are new additions to the Miami-Dade Community College Core team.

**Kellie Garcia**, a Graduate Student Mentor from the University of California, Los Angeles, Team is replacing

Dan Ortiz and will help with recruitment and selection of participating students at UCLA.

**Maria Hurtado-Ortiz, PhD**, joined the California State University-Dominguez Hills Scholars Program from the CSUDH Department of Psychology.

**Alesia Williams Richardson, PhD**, a CSU Department of Psychology faculty member, has joined the Chicago State University Core Team.

## *Congratulations!*



**Ivy Dunn, PhD**, Chicago State University Core Team Leader, has been granted tenure.

**Anita Fernander, PhD**, past graduate student mentor and assistant with the University of Miami project, is a postdoctorate fellow at the Mayo Clinic in Rochester, MN. Dr. Fernander received her doctorate in clinical psychology from the University of Miami (UM).

**Denise Kennedy**, graduate student who worked on the CSUDH program as an assistant coordinator, has been accepted to four graduate programs in psychology. Ms. Kennedy accepted the Fordham University package that included a graduate assistantship, tuition remission, and stipend.

**Victoria Noriega, PhD**, University of Miami Core Team member, was named "Director, UM Undergraduate Studies in Psychology."

**Rosemary C. Veniegas, PhD**, former graduate student assistant for the UCLA APA/NIGMS Scholars Program, completed all of the requirements for a PhD in psychology from UCLA. The title of her dissertation was "The Double Jeopardy and Minority Stress Hypotheses: Predicting Relationships Among Perceived Discrimination, Stress, and the Symptoms of Poor Health." Dr. Veniegas is at the University of California at Berkeley, where she is doing postdoctoral research.

## Spotlight:

# The Life Sciences Center at Chicago State University—A Clearinghouse of Information for All Life Science Students

by Ivy M. Dise Dunn, PhD, Assistant Professor of Psychology and Director, Life Sciences Center

**M**any universities have no organized way to disseminate information to students about graduate school preparation. Chicago State University (CSU), like many other schools, had bulletin boards, offices, and individuals spread among many departments to handle this important function. The unfortu-



Ivy M. Dunn, PhD, Assistant Professor of Psychology and Director, Life Sciences Center

nate result was that information applicable to various life science majors only reached one segment of the students. If information about research internships was sent to the biology department, only biology majors received it, even though the information may have been useful to psychology majors or other students as well. Well, those days are in the past at CSU! The Life Sciences Center (LSC) was established as a clearinghouse of information for all life science students. Formed as an entity of the College of Arts and Sciences, the center reaches across departmental bound-

aries to serve all students who major in or who have an interest in any life science. The NIGMS project provided a portion of the start-up funds for the LSC and also supports a student worker who manages the center.

The LSC opened in September 1998 and has gained popularity as a reliable place to obtain information about graduate school preparation. Perhaps the most popular project sponsored by the LSC is the Graduate Record Exam (GRE) study group. Students participate in study sessions and practice tests. Individual students are referred to CSU faculty members who assist with tutoring, graduate school selection, and the application process. NIGMS funds were used to purchase GRE software to enable students to practice the more popular computer-based version of the exam. All the GRE services are provided free of charge. Another important function of the LSC is to provide information concerning biomedical research careers. The “Careers Notebook” contains sample job advertisements, recruitment flyers, and similar documents for many types of research positions. A list of recommended CSU courses, research internships, and other extracurricular activities accompany each job entry. Students learn about career options, the qualifications required to enter such careers, and the companies that offer employment opportunities. The LSC hosted two workshops during the 1999–2000 academic year, where individuals working in new technical biomedical fields came on campus and spoke to students. The LSC helps students make wise academic choices at the

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*“Spotlight” highlights and describes in detail a project effort or activity. “Spotlight” seeks to encourage replication of successful practices of the APA/NIGMS project.*

undergraduate level that can lead to advanced study for scientific careers.

Students are also enthusiastic about the collection of materials about ethnic diversity in the life sciences. NIGMS funds were used to begin a collection of books and other materials written by and about minority scientists. Reading lists and bibliographies are also available. Such materials are often difficult to identify and locate in typical library collections. The collection in the LSC is gaining popularity among psychology students who want to read books and articles written by African American psychologists and by biology students who want to know about E. E. Just, John Garcia, and other minority biologists. The LSC is becoming a popular visiting place to do research for term papers and other class assignments. The LSC is working with the CSU library to compile a special collection of materials devoted to diversity in the life sciences. The center hopes to motivate students by informing them about the achievements of other minority scientists.

The NIGMS project allows CSU to consolidate services for interdisciplinary students under the auspices of one program. The psychology department has enthusiastically allocated to the LSC student support functions related to the GRE and careers advising. In return, the department provides materials, supplies, and other forms of assistance to the LSC. The LSC also supports GRE functions for the biology department. Biology faculty members and the LSC director obtained a new multiyear MBRS grant. The grant will be used to prepare minority students for research careers. A substantial portion of the award will be used to support GRE activities in the LSC.

The NIGMS project allows CSU to consolidate services for interdisciplinary students under the auspices of one program.

The LSC received agency status from the university and can now request fees for services. The goal for this project is for the LSC to create jobs for students and to become financially self-sufficient. In addition to providing free support services, the LSC will sell products to students, faculty, and community members. Student workers will prepare documents for scanning; create banners, certificates, and iron-on T-shirt transfers; do data entry; prepare statistical charts, graphs, tables, and figures; and provide individual tutorials for e-mail, PowerPoint, and Front Page 200. The LSC received its first contract from a local Chicago social services agency, for which student workers performed data entry and prepared a statistical report. One final objective for the LSC is to offer enriched interdisciplinary learning experiences. Business and science students can work together on activities, such as marketing and small business development, in addition to developing skills in statistical applications and computer technology. It is a win-win situation.

NIGMS provided start-up funds for a novel approach to student support services. Consolidation makes it easier for students to obtain information and provides a more cost-effective approach for the university by eliminating duplication of effort among departments. The LSC keeps detailed records about student use of the center, and over time we hope to compile data that will allow us to seek additional funding from in-house and outside sources. In this way, we hope to build the LSC into a lasting entity on our campus. With the integration of the business component, the LSC is on its way to becoming an institutionalized campus entity.\*

## The Suinn Awards: 1999 and 2000 CEMRRAT Grant Activities

In 1999 the APA Public Interest Directorate was allocated \$75,000 in funding to continue implementing APA's Five-Year Plan for Ethnic Minority Recruitment, Retention, and Training in Psychology. The plan was grounded in the nation's changing demographics and the current significant underrepresentation of ethnic minorities in psychology. It sets forth specific objectives and actions to (1) encourage all psychologists to attain a minimal level of multicultural competence in their training, research, and practice activities, and (2) dramatically increase the number of people of color who are psychology students, faculty, and professionals. 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. These small grants served as seed funds to energize, empower, and support interested individuals, organizations, and educational institutions. The award has provided funds as defined in the following 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. For more information on this project, please contact Adisa Ajamu at OEMA or by e-mail at [aajamu@apa.org](mailto:aajamu@apa.org).\*

## The Wisdom of Our Elders

# My Journey in the Ivory Tower: Nolan E. Penn, PhD



*The symposium "Personal Reflections of My Student and Early Professional Careers: Tribulations and Triumphs," was a highlight of the APA/NIGMS Project Orientation Conference held February 28-March 2, 1997. During the symposium, eminent psychological scientists and scholars representing each major ethnic minority group shared critical incidents of their student and early professional careers. These remarkable presentations are presented in this column. This issue features remarks by Nolan E. Penn, PhD, an African American psychologist.*

*Nolan E. Penn is a professor of psychiatry at the University of California San Diego School of Medicine, where he has held a distinguished record in teaching and research for more than 25 years. Since August 1, 1988, he has also served as associate chancellor and senior advisor to the chancellor in all matters related to ethno-racial diversity in the faculty and staff on the campus. A few of his many honors include serving as president of the National Congress of Black Faculty, as a member of a review panel for New Risk Government Projects on Aging, as chair of San Diego Urban League Board of Directors, and as a member of the American Heart Association Board of Directors.*

will be brief to allow time for discussion. We all have personal reflections, and I have been asked to tell you some of mine. Afterwards, I hope that we can discuss some of your associations with my reflections.

I studied both clinical and experimental learning psychology. I was convinced that the latter would teach me to handle data more rigorously; I was correct! However, another of my interests was community psychology. I did not know what title to give to my interests and activities in community action and social change, but, when the term "community mental health" became available in our profession, I discovered that I was already doing it. As the true academ-

ic, I decided to take a sabbatical and go off to study community psychiatry at Harvard under the tutelage of Professor Gerald Caplan. This was a huge and real experience!

My journey in the ivory tower began right after I received my PhD. To give this talk, I wanted to begin by discussing some of the characteristics of my journey as both a professional learner and a professional student in psychology in the academic and social environments of higher education. Every time I thought about that, my early training or life experiences would come to mind. I could not get the images of my mother and father out of my head when I thought about what helped me to know how to mobilize myself in the ivory tower.

I thought, it's practice, practice, practice on all the things necessary to cope in that environment.

As a child, the same was necessary to overcome the societal infrastructure barriers we faced as a Negro family in the apartheid U.S. South. The findings of an important sociologist express the concerns that we experienced. His study on child rearing in poor Black communities revealed that poor Black mothers had aspirations of success for their children that were just as high as those of middle-class mothers: that Black mothers realistically understood obstacles their children would face, like racial prejudice, poverty, and poor schools. This finding by

the late sociologist professor Hylan Lewis expressed the state of my childhood communities.

I believe that my mother and father knew that they needed to address the deficiencies we faced, and so they sent [us] her children to Saturday classes in music; business methods, including typing and shorthand; and face-to-face learning in subjects that were not included in our public school curriculum, e.g., intermediate algebra and geometry. You know the surprising thing to me was that the same teachers who taught these Saturday courses were the ones we saw every day in the public schools. The problem was that the state of Louisiana did not permit these courses in the official curriculum. The teachers were competent; the system, discriminatory. Clearly, my parents and the neighborhood were determined to help us to overcome the disadvantages society had thrust upon us!

Other words came to mind as I thought about my journey, such as attitudes, solitude, social interaction, competitiveness, and cooperation—all seemed necessary for my survival and upward mobility in the ivory tower. They all functioned together or interactively.

When I was a young fellow, I wanted to go out and play a lot, like everyone else. I wanted to play all the games, and I did, for the most part. I remember that, especially during the summer vacation months, my mother insisted upon each of her children having an hour alone, for example, I with myself. I could do what I wanted during this 1-hour period, i.e., read a book, not read a book and just do nothing, or do something or nothing and have a snack, whatever! I still remember that it was the times that I chose to do nothing that I learned much about myself: about the ways that I learn, think, and ask

myself questions; about what I knew already and about what more I wanted to know about some new topic or other. During the regular school year, we were given quiet places at home to complete our homework, always under the watchful and helpful eye of our mother. This happened all of my young life, throughout my high school years. These experiences taught me to not be afraid to be alone or fear solitude as I took on the day's activities. I believe that this specific aspect of my early life was most helpful in dealing with the solitary moments necessary for success in a research university.

I was not always alone, however. I learned to play and enjoy individual and group sports, eventually discovering that racquet sports and snow skiing were my favorites—to date. I suspect my most important social growth occurred around these types of events. In fact, snow skiing permitted me to enjoy both the social and solitary aspects of life that I found comforting. The sports group activities with colleagues provided me with great opportunities to learn about a system that was unknown to my family or the communities where I lived; I was the first to travel through it. The socially interactive part taught me how to be cooperative in the system, how to compete in the system. It also taught me how to be alone and do the scholarly work necessary for survival, i.e., to write, read, teach, and publish.

In some sense, the education I gained through such social experiences was pivotal and as important as anything that I had learned in the didactic parts of my journey. I needed to know how others viewed the system, translate their perceptions

into ones that fitted my cultural lens, and then act appropriately in order to advance in a White male dominated system or ivory tower. Some of my colleagues tried to be helpful, but they, too, often failed to understand the nuances in what I had thought was their own system.

I found that the system that always called itself fair was also harsh and riddled with politics. Therefore, I would best learn about all this in my own way to protect myself and to help others like me who were traversing the course with me. That is, if they wanted to hear my counsel, I had to learn that to be successful I

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I found that the system that always called itself fair was also harsh and riddled with politics. Therefore, I would best learn about all this in my own way to protect myself and to help others like me who were traversing the course with me.

would need to understand that the ivory tower was inviting, competitive, and hostile.

Thus, this made it not much different from what I had experienced in the world at large. I had to be ready to deal with the realities of my experiences as well as my fantasies and idealism about the ivory tower.

I hope that we get a chance to discuss some of what I've talked about this morning, as I am certain that you have your own views about the ivory tower and about the contents of my talk. The difficulty of accepting this huge opportunity to talk about my reflections is that they are essentially stories—stories that need to be told multiple times in order to present a clear picture not only of my experiences, but also of the ivory tower. So, you have today's version!\*

## APA/NIGMS Project Awards Supplemental Grants

This fiscal year, the APA/NIGMS project identified a pool of funds available for the development of new institutional/regional special projects. Supplemental funds were competitively awarded to a total of eight institutions representing four Regional Centers. The subject areas the institutions addressed included:

1. Tracking students or developing tracking procedures/software
2. Evaluating project activities and outcomes
3. Implementing other special project activities that can be substantially supported by the funds requested

Congratulations to the following institutions and submitters on their grant awards.

**Eastern Region.** Robin Hailstorks, PhD, Prince George's Community College; and John Bryant, PhD, Morgan State University, for a special project that includes activities that will strengthen the relationship between the two institutions by implementing collaborative activities and faculty workshops. Grant award amount: About \$6,000.

**Rocky Mountain Region.** Billie Foote, Ft. Belknap College; Arthur McDonald, PhD, Morning Star Memorial Foundation/Dull Knife Memorial College; Burdette Clifford, Sinte Gleska University; and Elizabeth Todd-Bazemore, PhD, the University of South Dakota, for the development of a joint peer mentoring program that will train student mentors, identify Native American student mentees interested in psychology/human services at each site, track students' progress through the individual institutions, track student progress should students stop out or transfer to other institutions, and increase connections between students and faculty within and between regional institutions. Grant award amount: \$11,500.

**Southeastern Region.** Marilyn Montgomery, PhD, Florida International University, for the development of an empirically based program evaluation and research strategy that will identify factors that facilitate the recruitment and retention of ethnic minority students into research careers in psychology and establish a database for longitudinal tracking of students who have participated in the PRIME program in the Southeastern Region. Grant award amount: \$12,167.

**Western Region.** Hector Myers, PhD, and Joanne Chen, University of California, Los Angeles (UCLA), for the development of a project to improve the completeness of UCLA's existing student tracking database through the following objectives: Establishing a consistent and more comprehensive database to be shared with other APA/NIGMS institutions, establishing and maintaining contact with program graduates, and creating a sense of commitment and community for program graduates. Grant award amount: \$6,153.

We wish the grantees success in their new endeavors.

## Revised Competing Continuation Application Is a Success

by Bertha Holliday, PhD,  
Project Principal Investigator

A revised competing continuation grant application and appendices were submitted to NIGMS October 1, 1999, in direct response to comments on the previously submitted competing continuation application of February 1, 1999. At its June 14–15 meeting, the NIGMS Review Subcommittee meeting expressed concern that the participating institutions' comments lacked enthusiasm and support for the project, and the institutions may fail to perceive significant benefit/gain resulting from their participation and commitment and the project's success.

The revised application addressed the committees' remarks and concerns point by point. Additionally, participating students and each institution submitted letters of support to present a strong case for institutional and project support. After a second review by the committee and the NIGMS National Advisory Council, the amended application was funded effective June 30, 2000 for an additional 3-year period. The total amount was \$1.43 million—double the amount of our prior 3-year award! Although we had applied for a 5-year funding period, the 3-year period approval was consistent with recent changes in NIGMS funding policy for training grants.

I would like to thank all of the

### The Pipeline on the Web

The Pipeline can be found on the OEMA Web page at: <http://www.apa.org/pi/oema>. (Click on "Brochures").

*continued on pg. 17*

# Student Statements of Support

The APA/NIGMS project requested comments from participating students related to their participation and experiences with it. Excerpts from their statements are below.

## Dull Knife Memorial College

“This opportunity gave me an invaluable experience in feeling the support of a Native American community in pursuit of an undergraduate degree in psychology. For this wonderful experience and opportunity...I am thankful.”

—Clyde B. Wolfblack

“Without the help of the different programs that were funded, I, as a Native American woman would not be able to have gained the knowledge and be part of...helping Native American students get into psychology.”

—Rita L. Hiwalker

## Chicago State University

“It was through the center that I was able to participate in real, relevant research. Every Chicago State University student has, at his or her fingertips, a wealth of information through the Life Science Center.”

—Jean-Pierre Chassange

## University of Miami

“Being a minority, I have very different obstacles than an average student of the majority population. Thanks in part to PRIME, I now have a fuller understanding of psychology and the psychological sciences and a true appreciation for scientific research in this field. PRIME has definitely put me a step ahead of the competition.”

—Jose F. Rodriguez

“Never did I imagine...that this program would be one of the most influential events of my academic life and in the lives of so many other students...PRIME is definitely a program that a potential graduate student should be a part of.”

—Evelyn Marie Alvarez

## Florida International University

“I feel privileged to have been a part of the PRIME experience and humbled by the quantity of attention...What was most remarkable was the time everyone on the APA committee took to personally speak with those of us involved in the project. It spoke immensely about the interest in future psychological research and your concern about us as individuals.”

—Heather R. Coll

## Miami-Dade Community College, Kendall Campus

“The PRIME program has allowed us to interact with working psychologists, made us aware of scholarship opportunities, and given us a chance to meet with faculty members from [local universities]. These very informative interactions will allow us to make better choices when we transfer to upper division schools.”

—Eileen T. Rodriguez

## University of California, Los Angeles

“This program was interested in developing and nurturing the individual students, which can be rare at a large university. It was invaluable in furthering my interest in academia.”

—Nicole Gougis

## California State University, Dominguez Hills

“This program has benefited me tremendously. I can say without reservation that through this program I received the necessary tools to become a successful graduate student.”

—Ida Mack

“The APA/NIGMS program has...provided me with a unique and enriching research experience. I feel this program has been extremely successful in achieving its goals.”

—Asucena I. Cervantes

“Revised” continued from pg. 16

participating institutions for their unyielding support and their response to my, at times I suspect seemed countless and constant, requests for project information and updates. All of our hard work

has paid off. We have been provided another opportunity to educate the public and the greater biomedical field on our innovative efforts.

Each institution receives an additional \$5,000 in funding per year, raising the total basic grant

support for the 3-year continuation period to \$60,000 per institution for each of the project's 15 participating schools. We are energized, hopeful, and, as usual, ready for the challenge and look forward to the upcoming years.\*

# KUDOS!

*Devoted to the accomplishments and achievements of our NIGMS students, faculty, and consultants.*

## Publications

- **Brian Lozano's** co-authored publication *Can Personality Traits Predict Increases in Manic and Depressive Symptoms*, with PRIME mentor Sheri Johnson, PhD, was submitted and accepted by the *Journal of Affective Disorders*.
- **Beth Todd-Bazemore, PhD**, Core Team Leader from the University of South Dakota, co-authored an article in the *International Review of Psychiatry* (1999) entitled "Four Winds: The Evolution of Culturally Inclusive Clinical Psychology Training for Native Americans." Her activities with the APA/NIGMS project were mentioned in the article.

## Student Presentations

### *University of Miami Undergraduate Conference for Research in Psychology, November 11, 2000*

- Eighteen students presented their research through poster or oral presentations. University of Miami (UM) students were **Anthony Barreto, Iruma Bello, Dione Brunson, Madelyn Gonzales, Marilyn Lopez, Jose Rodriguez, Niki Ruiz, Jison Sim, Adriana Soto, Angela Velez, and Genise Vertus**. Florida International University (FIU) students were **Sarah Clarke, Robert Castillo, Zonya Rodney, and Isabel Rodriguez**. **Zonya Rodney** from FIU and **Dione Brunson** from UM were awarded best poster. "Best talk" awards were given to **Isabel Rodriguez** from FIU and **Jose Rodriguez** from UM.

### *University of Miami's Science Poster Presentation, August 2, 2000*

- **Iruma Bello's** "Cognitive Schemes and Bipolar Disorder: Drawing on the Behavioral Activation System and Mania" and **Shelton McKenzie's** "Stressful Events, Perceived Control, and Health Status Among HIV Positive Men and Women" poster presentations received awards for their research.

### *Seventh Annual Intercultural Communication Conference, University of Miami, February 5, 2000*

- **Jose Rodriguez** presented "Psychological Separation and College Adjustment in Hispanic College Students."

### *Student Co-Presentations at the Western Psychological Association, Portland, OR, April 13–16, 2000*

- **Ida Mack** and **Deborah Hooks** with CSUDH mentor **Ramona Davis, PhD**, presented "The Effects of Negative Ethnic Group Stimuli on Ethnic Self-Concept."
- **Alejandro Morales** with CSUDH mentor **L. Mark Carrier, PhD**, presented "Confidence About HIV/AIDS Knowledge and the Self-Positivity Bias" at this conference and at the Undergraduate Research Conference at Loyola Marymount University in Los Angeles, CA.

### *Biennial Society for Research in Adolescence Conference in Chicago, IL, March 30–April 2, 2000*

- **Jacqueline Alfonso**, a student from FIU, along with her mentor and others presented her research on "Ethnic Differences in Anxiety Sensitivity: Changes From Childhood to Adolescence."
- **Eileen Rodriguez** from FIU presented "Identification, Development, and Adolescent Attachment Style" with her mentors and others.

### *American Association for Higher Education—National Conference on Higher Education (AAHE-NCHE) in Anaheim, CA, March 29–April 2, 2000*

- CSUDH **Alejandro Morales** and **Monica Rosales** co-presented with mentor **Silvia Santos, PhD**, on "Ethnic Identity, College Adjustment and Interethnic Relations in University Campuses."

### *Morgan State University (MSU) Annual Student Research Symposium, March 2000, and the Morgan State University's Annual Undergraduate and Graduate Research Symposia, Baltimore, MD, April 20, 2000*

- **Meisha Ann Martin** of MSU presented her research "The Effects of Over Confidence and Judgment of Learning on Memory in College Students."

## Internships

- **Victor Rico** from California State, Dominguez Hills participated in the Washington Semester Program through American University in Washington, DC. Mr. Rico's research is on education and education policy concerning the interests and needs of ethnic minority children.
- **Monica Rosales** and **Alejandro Morales**, both CSUDH scholars, attended the University of Utah's Summer Research Opportunity Program.

- **Denise Quinland** from the University of Miami attended New York University's summer research program sponsored by the Leadership Alliance.

### *Student Awards and Honors*

- **Sarah Clarke**, an FIU student, was named a Gates Millennium scholar, funded by the Bill and Melinda Gates Foundation.
- **Shereen Sattaur's** PRIME participation earned her a second-author designation on a paper entitled "Factors That Influence Judgments of the Emotional Intensity of Infant Facial Expression."
- **Evelyn Lee**, a former University of Miami PRIME student, was nominated for Phi Beta Kappa.

### *Going to Graduate School!*

#### *Former California State University, Dominguez Hills CSUDH Students*

- **Alberto Castanon** is enrolled in the PhD program in industrial/organizational psychology at the California School of Professional Psychology.
- **Asucena Cervantes** attends Claremont Graduate University in Claremont, CA, master's program in industrial/organizational psychology.
- **Debra Hooks** is at the University of Southern California's MSW program.
- **Aisha Patton** is in the MSW program at San Diego State University.
- **LaShaune Thomas** attends Golden State University's master's program in psychology.

#### *Former Florida International University PRIME Students*

- **Jacqueline Alfonso** attends University of Central Florida's PhD program in clinical psychology.
- **Robert Castillo** was accepted into the sports psychology program at Springfield College in Springfield, MA.
- **Colin Dowe** has been accepted into a doctoral program in industrial relations and human resources at Rutgers University.
- **Eileen Rodriguez** is in a PhD program in developmental psychology at New York University. Eileen was

accepted both to Yale and Tufts master's programs in developmental psychology.

- **Melissa Russo** attends FIU's master's program in school psychology.
- **Jaqueline Seones** attends FIU's graduate educational psychology program.

#### *Former Morgan State ETEP Student*

- **Meisha Ann Martin** was accepted into a PhD program in industrial/organizational psychology at the University of South Florida, with an assistantship including stipend and tuition remission.

#### *Former University of Miami PRIME Students*

- **Lee Ferguson** entered the University of Miami's MD-PhD program.
- **Marisol Perez** is attending Florida State University's clinical psychology program and conducting research with **Thomas Joiner, PhD**, examining the differences in suicidal ideation among different ethnic groups.
- **Monica Web** is attending graduate school at the University of South Florida in clinical psychology, researching addictive behaviors, nicotine addition, and smoking cessation.
- **Marissa Yates** is attending graduate school at the University of Chicago, IL.

#### *Former University of California, Los Angeles APA/NIGMS Scholars*

- **Maricela Correa** was admitted to the University of Santa Cruz developmental psychology program.
- **Sandra Cossio** is currently attending California State University, Los Angeles' master's program in behavior analysis.
- **Nicole Gougis** earned her MA in the Fall of 2000 and is attending the University of California's PhD program in cognitive psychology.
- **Eunice Thomas** has been accepted to the MSW program at the University of California, Los Angeles.
- **Diane Waddell** is attending Alliant University (formerly known as the California School of Professional Psychology), San Diego's PhD program in family counseling.\*

## What is Pipeline?

The *Pipeline* is a semiannual publication produced by the APA/NIGMS project, which is operated by the Office of Ethnic Minority Affairs (OEMA) in the Public Interest Directorate of the American Psychological Association (APA). The primary goal of the *Pipeline* is to provide information related to the activities and status of the APA/NIGMS project on Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training, and Research and to facilitate communication and information exchange between the project's Regional Centers of Excellence and others interested in diversity and minority retention in higher education.

The *Pipeline* also provides information on initiatives, both internal and external to APA, that may enhance the

demonstration efforts of the project's Regional Centers of Excellence and the field of minority recruitment, retention, training, and research.

The *Pipeline* is distributed free to APA/NIGMS project participants and project consultants, minority psychological associations, APA divisions, undergraduate and graduate departments of psychology, and selected federal and local governmental agencies. The distribution of the *Pipeline* is about 3,000.

If you wish to receive the *Pipeline* or to submit articles or information, contact Sonja M. Preston, the American Psychological Association, Office of Ethnic Minority Affairs, APA/NIGMS Project, 750 First Street, N.E., Washington, DC 2002-41242; phone: (202) 218-3986; TDD: (202) 336-6123; fax: (202) 336-6040.\*

### APA/NIGMS PROJECT NEWSLETTER

American Psychological Association  
Public Interest Directorate  
Office of Ethnic Minority Affairs  
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