



American Psychological Association

2006 APA SUINN MINORITY ACHIEVEMENT AWARD

GRADUATE PROGRAMS IN PSYCHOLOGY WITH DEMONSTRATED EXCELLENCE IN THE RECRUITMENT & RETENTION OF ETHNIC MINORITY STUDENTS

The Social-Personality Psychology Program Graduate Center, City University of New York

Overall subprogram philosophy

Social/Personality Psychology (S/P) is one of eleven subprograms leading to a Ph.D. in Psychology at The Graduate Center of the City University of New York. Faculty and student research activities are consistent with a growing trend in psychology to study persons in contexts and attention to diversity is accorded paramount significance. S/P faculty and students extend the boundaries of traditional psychology into realms vital to understanding real world problems and solutions in areas such as education, health, urban living, immigration, gender and sexual orientation, race/ethnicity, class relations, and much more. The S/P approach is interdisciplinary, drawing on rich intellectual and methodological perspectives from several fields of psychology and other social sciences. Training in the S/P program emphasizes the application of psychology to social issues, practices, and policies and the development of public scholars who make a difference in the world. The goal of the S/P program is to prepare social and personality psychologists to contribute to the development of psychology and to do research that will improve understandings of human behavior and solutions to social problems.

Our current faculty and students are a compelling mix of individuals from diverse geographic, ethnic, gender, sexual orientation backgrounds with diverse research interests. Our alumnae and alumni work as professors and researchers on university faculties; and researchers in schools, hospitals, religious organizations, or community sites who make contributions relevant to policy makers. Our program training is recognized throughout the country as both unique and effective.

S/P students and faculty work together on a set of research studies that, while diverse, all represent their commitment to underserved populations and social justice. We use the research of students and faculty to make this point. Table 1 lists the publications of S/P faculty and students directly related to ethnic minority issues. Table 2 presents the titles of current dissertations by EM students and Table 3 those of EM students who graduated from our program over the past decade. This is a limited view, as non-minority students also conduct research on ethnic minority issues. Although we will focus on the training and achievements of ethnic minority students (EMS) in the application because

of its focus, it is important to note that the core values of our program and the topics and methods of our research projects do not differ between ethnic minority students/faculty and majority students/faculty. Similarly, although we are focusing on ethnic minority students in this application, our conceptualizations of diversity and how it is translated through our teaching, mentoring and research is broad, including diversity across gender, social class, and sexual orientation, as well as race/ethnicity. We believe that the faculty and students have created an educational and training environment that is perceived as welcoming and sustaining by students of color.

This is best summed up in the words of one Latino student in his materials for this award:

“It is difficult to focus on a few particular areas when the entire program is geared to positively address minority issues and concerns. Every aspect of my academic experience in the S/P Psychology Program supported ethnic minority student recruitment, retention, and graduation. Nearly every class I took contained an ethnic minority component. In my two years on the admissions committee, having an ethnically diverse incoming class was one of the top considerations of the committee as admission decisions were being made.”

Funding of Minority Students

Through faculty research grants from NIH and private foundations, the Graduate Center’s internal funding mechanisms, and external awards, the SP program is able to support its ethnic minority students through at least four years of doctoral study, if not more. Our program has made a commitment to provide in-state tuition waivers to all students for the first three years of study; these are often supplemented by tuition support, if needed, for out of state students from the Graduate Center’s Office of Educational Opportunity and Diversity Programs. Table 4 shows the sources of funding, including dissertation funding, for current and past ethnic minority students. Table 5 describes the research and training grants awarded to SP faculty that are relevant to ethnic minority psychology and the ethnic minority students supported on each.

Our successes are noted in these tables. The S/P program has been the home of 8 APA Minority Fellows over the past decade (Ana F. Abraído-Lanza, Lorelei Bonet, Josephine Guevarra, Nicole Holland, Hollie Jones, Minerva Mentor-Portillo, Yasser Payne, Rosemarie Roberts), one student who was awarded an MFP but turned it down because of other funding (Justin Brown) and an alternate (Jennifer Ayala). Three students have received NSF Fellowships (Danielle Beatty, Carla Marquez, Rosemarie Roberts). In addition 2 students (Holland, Lanza) received additional funding for their dissertation research from the APA Minority Fellowship Program.

The University has a large program of fellowships awarded to ethnic minority students, both for the full course of predissertation training and dissertation work through the Office of Educational Opportunity and Diversity Programs. As you can see in Table 4, this type of funding includes the Dean K. Harris Fellowships and MAGNET fellowships, for both ongoing study and dissertation research.

Curriculum

Our curriculum is a rich and diverse one. Table 6 presents the seminars relevant to ethnic minority issues offered at the Graduate Center. A number of courses are dedicated to ethnic minority issues: Psychology of Immigration (Deaux); Ethnic Minority Health (Rosario); Social (In)Justice (Fine); Conceptualizing and Researching Black Identity: Historical and Social Psychological Issues (Cross); and Ethnicity and Mental Health (Franklin). Other courses emphasize issues of diversity in the readings and orientation: (e.g., Health Psychology; Community Psychology; Participatory Action Research; Personality, Social Structures/Processes, and Culture). But even more unusual for a psychology program is that nearly every class provides the opportunity to study how our social and cultural environments that are defined by race, class, gender and sexual orientation matter for psychological phenomena. This begins on the first day of graduate school, with the first year core courses in Social-Personality Psychology and Methodological Foundations, and continues into 2nd year required course, Ethics for Research Psychologists and 2nd year Research Project.

Although much training occurs in courses, many students participate in one or more “research seminars” – proseminars centered on common research interests. For example, Dr. Deaux leads a research seminar on immigration; in the past she and Dr. Cross has led a group on social identity. Dr. Fine supports a seminar for students doing research in social injustice. Many students also take courses within other social science disciplines – anthropology, sociology and public health such as Dr. Leith Mullings’ course on Gender, Race and Health. These courses provide intellectual experiences that allow for broader conceptualization of research problems, and a fuller methodological toolbox with which to address these problems.

Faculty/Student Collaborations

A note about the faculty before we get to collaborations. The SP faculty is particularly well-equipped to mentor ethnic minority students. First, the faculty in Social/Personality Psychology are all tenured professors who teach and do research and integrate the two on a daily basis. Second, the faculty is nationally known and involves students in many conferences and research projects. It includes recent past-presidents of two APA Divisions: Tracey Revenson (President of Health Psychology, Division 38) and Kay Deaux (2004 President SPSSI, APA Division 9), winners of major awards (e.g., Suzanne Ouellette, the Henry Murray award for Personality Psychology (Div. 8); Kay Deaux, and Michelle Fine, both winners of the Carolyn Wood Sherif Award for Leadership (Div. 35). Third, the faculty is diverse: Five of the six central line SP faculty are women and the sixth is a distinguished African-American scholar (William E. Cross, Jr.). Of the other program faculty (those at the GC with a secondary affiliation in SP or with a primary campus appointment) three are African-American and one is Latina; 40% are women. The SP faculty and their research interests are presented in Table 7.

Faculty-student collaboration may be the word that best describes the daily environment in SP psychology. Table 8 lists the publications of current ethnic minority students and those who have completed their dissertations in the past 10 years. As you can see, most papers are faculty-student collaborations. It’s difficult to know with whom an idea started; as you walk down the hall you hear excited groups of students and faculty planning projects, analyzing and interpreting data, or writing manuscripts. We did not include a

table of all the student-faculty collaborative conference papers because it was just too long! – but in any year, there are at least a dozen co-authored papers presented at conferences such as SPSSI, APA, the Society for Behavioral Medicine, the Society for the Scientific Study of Sexuality, and the American Educational Research Association. A good illustration of this the symposium on “The Opportunity Gap” that Professor Michelle Fine and her students presented at the Biennial Meeting. An article from the APA Monitor highlighting that session is attached.

Recruitment and Retention

The SP subprogram has been successful in maintaining a high enrollment of minority students of color and retaining students through to graduation. As you can see in the charted data in the answers to Questions 4 and 5, nearly half of our enrolled doctoral students are ethnic minority students (44%) and this figure has not dipped below 30%. This is way above the 20% criterion recently used by Rogers and Molina (2006) to classify exemplary programs that recruit and retain ethnic minority students. We have put serious effort into increasing our ethnic minority representation and as the trend from 2001 to now shows, we have been quite successful (30% to 44% in enrollment, 0 to 56% in completion). Also, our numbers earning the degree seem to be increasing while the total number of students is relatively constant. A high percentage of students are going on to strong academic positions (Table 3).

Recruitment strategies

Each year the SP Admissions Committee is constituted of a diverse set of faculty and students and everyone votes. Prospective students emerge from the PIPELINE and MARC programs at CUNY’s senior colleges, from word of mouth from colleagues who do similar work, and from our website. Starting in the summer, committee members respond to inquiries, hooking up prospective students with current students with similar interests. Personal contacts are used extensively, through program alumni, faculty colleagues and meeting prospective students at academic conferences.

Our admissions criteria are flexible and communal. Although college GPA and GRE scores are considered, major criteria for evaluation include the prospective student’s fit with one or more faculty, and letters of recommendation. A “short list” of students is then invited to visit the Graduate Center for a full day, where they are interviewed by faculty in one-on-one meetings, with students, and attend classes.

Although the Graduate Center, as a whole, does not have financial resources to recruit students, it has made a large and sustained commitment to funding ethnic minority students; this is described in a later section.

Retention strategies

Key factors for retaining students of colors include financial assistance, a relevant curriculum, and the presence of a diverse faculty and student body. We have already described our diverse curriculum and community. In terms of financial assistance, the SP program has made a commitment to equally distribute in-state tuition waivers to all students for the first three years of study. These have been supplemented by tuition support for all EM students, if needed, through the Graduate Center’s Office of

Educational Opportunity and Diversity Programs. Additional stipends can come from faculty research grants from NIH and private foundations, the Graduate Center's internal funding mechanisms and external awards. Table 4 shows the sources of funding, including dissertation funding, for current and past ethnic minority students. Table 5 describes the research and training grants awarded to SP faculty that are relevant to ethnic minority psychology and the students supported on each.

We should mention that is not just the presence of a diverse faculty that is critical to EM student retention. One Latina graduate of the SP program wrote:

"It's the people and the ideology, more than anything else, I think. There is a critical mass and a sense of validation, of more-than-just-acceptance of any difference on a deep level. Yes, there's in-group/out-group dynamics at work, and social and other cliques, but they seemed to be on a far more superficial level at the Grad Center (I mean that in a good way) than elsewhere. I never felt sense of "tokenism" or the sometimes racist, sexist, or other-ist biases so-deeply-embedded-they-are-denied in the "white liberal" culture I have encountered elsewhere

Mentoring and Modeling

As shown in Table 9, every one of the SP faculty are committed to being mentors and not simply "advisors". The responsibility for mentoring, training and supporting is borne by all faculty members.

From the day they arrive, students are matched up with one or more mentors. For most entering students this is done on the basis of their preferences and shared research interests. Entering students then "hit the ground running" by joining an existing research group or developing a new project with a faculty member.

Many students in the SP program have more than one mentor over the course of their training. There are many models of mentoring that are used: Some students choose or are assigned to a faculty member during their first year but switch for their second year project and dissertation; others work with different faculty for their second year projects and dissertation as their interests change; some stay with one or two faculty mentors for the whole graduate school experience.

We often have postdoctoral fellows or visiting scholars in residence who meet and work with students. For example, Professor Tracey Revenson's postdoctoral fellow, Sharon Danoff-Burg, collaborated with EM student Jennifer Ayala, resulting in a published research paper (Danoff-Burg, Ayala & Revenson, 2000). Kay Deaux has had two recent ethnic minority postdoctoral fellows, Teceta Thomas-Tormala (2003-2005) and Taryn Tang (2004-2005). Thomas, now an Assistant Professor at Indiana University, was funded by an NSF postdoctoral fellowship; Tang was funded by the Canadian SSHRC and is now at the University of Toronto. Both of these postdoctoral fellows were and are involved in research on immigrant populations: Thomas' projects focused on stereotypes of and reactions to discrimination in West Indian students, and Tang is concerned with issues of identity and psychological well-being in Chinese immigrant populations. While at the Graduate Center, Thomas and Tang were involved in Dr. Deaux's immigration and identity research groups, gave presentations in various forums, and consulted with both graduate and undergraduate students.

Similarly, we have many visiting scholars who enrich students' experience. Susan Opotow (University of Massachusetts-Amherst), Ram Mahalingham (University of Michigan, Fall 2003), Gina Philogene (Sarah Lawrence College, 2004-2005) and Julie Blackman (Private Consultant, 2005-2006) were available during the semester or year they spent in the SP program to meet with students, teach classes and work one-on-one with students. They have served on dissertation committees (e.g. Dr. Philogene is an outside reader on Nida Bikmen's dissertation) and worked with students on papers (e.g. Dr. Opotow co-authored a chapter with student Sara McClelland).

Despite the Graduate Center's exclusive focus on doctoral education, SP faculty also mentor undergraduate students of color through the MARC and PIPELINE programs. These students go on to graduate study in our program or other programs. For example, for two years, Dr. Deaux supervised Melissa Angus-John, a student from Hunter College who is now a second-year graduate student in social psychology at the University of Connecticut. Dr. Revenson supervised Joy Lim, who is in a doctoral clinical psychology program at George Mason University. Dr. Deaux supervised Krysten Brown and Charisse Long, MARC students from Hunter who have both been very successful in applications to graduate school in sociology, to enter next fall. Lorelei Bonet, a second-year student who works with Dr. Revenson and Dr. Parsons was an undergraduate at Hunter College. A current Brooklyn college student, working with Dr. Deaux, Kaleefa Munroe, has been accepted to our program for the fall.

In sum, we believe that the faculty and students have created an educational and training environment that is perceived as welcoming and sustaining by students of color. In the words of one Latina graduate:

"I hope S/P gets [this award] because the faculty really do a lot to recruit and retain students of color, and I think they're getting better at it in comparison to when I first got there. The faculty hook you up with and/or support interesting research that explores issues of social justice (intimately tied to "ethnic minority" issues) and the intersections between race, ethnicity, class, gender and sexual orientation. All of the mentors I've had really helped me advance in the program, whether it was helping me get funding, working with me on interesting research projects, supporting my interests in Latina/o issues, and generally being there for me. They've pretty much helped me get every job I've had as a grad student and beyond. Even now, as a graduate, [one faculty member] still collaborates with me on research projects and reads drafts of my work. I thought it was a great program for me."

Table 1

Social Personality faculty and student publications on ethnic minority psychology

Key: Ethnic minority students in bold; Social-Personality faculty in italics

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Abraído-Lanza, A.F. (1997). Task Group V: Adaptive Health Behaviors. *Journal of Gender, Culture and Health, 2*, 143-162.

Abraído-Lanza, A.F. (2004). Social support and psychological adjustment among Latinas with arthritis: A test of a theoretical model. *Annals of Behavioral Medicine, 27*(3), 162–171.

Abraído-Lanza, A.F., Armbrister, A.N., Flórez, K.R., & Aguirre, A.N. (in press). Toward a theory-driven model of acculturation in public health research. *American Journal of Public Health.*

Abraído-Lanza, A.F., Armbrister, A.N., White, K., Lanza, R.J. (in press). Immigrants. *Encyclopedia of Multicultural Psychology*, Y. Jackson (Ed.), Newbury Park, CA: Sage.

Abraído-Lanza, A.F., Chao, M.T., & Flórez, K. (2005). Do healthy behaviors decline with greater acculturation?: Implications for the Latino mortality paradox. *Social Science & Medicine, 61*, 1243-1255.

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Weis, L. & *Fine, M.* (2005). *Beyond silenced voices* (2nd edition) Albany: SUNY Press.

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Table 2

Ethnic Minority Students Dissertations in Progress [2005-2006 academic year]

Danielle Beatty	Racism, blood pressure, and coping among African-Americans: The role of ambiguity and identity
Cathy Ma	If the breast is best, why are breastfeeding rates so low?
Jennifer Pastor	Understanding the social psychological learning processes leading to change in teaching practice: A case study of one teaching team in an urban high school
Lakersha Smith	Progressive pedagogical practices, sites of possibility, and the academic development of Black students
Maria Torre	Beyond the flat: Intergroup contact, intercultural education and the potential of contact zones for research, growth and development
Rafael Torruella	Ideology and the criminalization of drug use
Nhan Truong	Acculturation, masculinity, and HIV risk among queer Chinese immigrant and Chinese American men
Deborah Upegui	Transnational migration and social capital: The road to a post-armed conflict in Columbian society
Nikisha Williams	You can't go it alone: The importance of instrumental relationships with mentors and peers to graduate students of color

Table 3

Ethnic Minority Graduates -- Dissertation Titles and Current Positions

Graduate	Ph.D. Date	Title of Dissertation	Current Position
Ana F. Abraído-Lanza	1995	Social role identity, social support, competence and psychological well-being among Hispanic women with arthritis	Associate Professor of Sociomedical Sciences, School of Public Health, Columbia University
Jennifer Ayala	2005	Corporate fogs and Mestiza visions: Parallels between student and institution experiences in a faith-based college.	Assistant Professor of Education, St. Peter's College
Ricardo Barreras	2004	New York City's needle exchange policy and the intersection of science, activism, and politics: A case study of activist research and social change.	Assistant Professor, Department of Epidemiology & Population Health, Montefiore Medical Center/Albert Einstein College of Medicine
Kenneth Foster	2004	The relations between well-being, attitudinal and behavioral factors across three black identity orientations: Assimilated, Afrocentric, and multicultural	Assistant Professor, Department of Psychology, Texas Women's University
Andra Basu	2000	Biracial identity and social context	Assistant Professor of Psychology, Albright College
Alwyn Gilkes	2005	Among thistles and thorns: West Indian diaspora immigrants in New York City	Adjunct Professor, Department of Psychology, Medgar Evers College, City University of New York
Josephine Guevarra	2000	Psychological distress, African America acculturation and family history of breast cancer: Effects on breast self-examination frequency	Dept. of Market Intelligence. IBM
Nicole Holland	1997	Beyond the doors of opportunity: Exploring the relationships between alienation, program affiliation, and successful college students of color	Assistant Professor, Department of Educational Leadership and Development, Northeastern Illinois University
Hollie Jones	2005	Experiencing, appraising and coping with race-related stress: Black women in New York City	Postdoctoral Fellow, Department of Medicine/Endocrinology, Albert Einstein College of Medicine
Jose Lorenzo-Hernandez	1996	Nuyoricans in Puerto Rico: A study of social categorization	Associate Professor, University of Puerto Rico
Tracy A. McFarlane	2006	The intersection of race, gender, and class in social	Assistant

		transitions: Caribbean immigrant women negotiating us higher education	Professor, University of the West Indies, Kingston, Jamaica
Pamela Lipp (I/O Psychology)	2001	African-American biculturalism, ethnic identity and acculturation during organizational socialization	Director of Recruiting, Training and Development at J.P. Morgan Chase Bank, New York City
Yasser Payne	2005	The Street Life Project: How street life-oriented U.S. born African men demonstrate notions of resiliency in the face of inadequate economic and educational opportunity	Assistant Professor, Sociology/Criminology and African-American Studies, University of Delaware
Tiffany Perkins	2003	The impact of multiple social categories on healthcare outcomes	Head of Global Client Feedback, Morgan Stanley
Rosemarie K. Roberts	2005	Radical movements: Katherine Dunham and Ronald K. Teaching toward critical consciousness	Third Millennium Foundation Post Doctoral Fellow; Director, Storytelling Project, Barnard College
Eric M. Rodriguez	2006	Out of the closet and into the pews	Executive Director, Body Positive
Stephanie Spina	2002	Urban youth re-imagine trauma: The impact of the arts on responses to chronic community violence	Assistant Professor, Foundations and Social Advocacy, School of Education SUNY at Cortland
Loongmun Wong	1997	Disrupted journeys: Women, welfare and workfare	Psychologist, Singapore

Table 4

Funding for current and graduated ethnic minority students

EM Student	Diss. funding	Award Date(s)	Funding Source
Ana Abraído-Lanza		1989; 1993	Arthritis Foundation Summer Student Fellowship
Ana Abraído-Lanza		1990-1993	APA Minority Fellowship
Ana Abraído-Lanza		1993	CUNY Social-Personality Psychology –Stanley Milgram Research Award
Ana Abraído-Lanza	●	1993-1994	APA Minority Dissertation Grant
Ana Abraído-Lanza	●	1993-1994	CUNY Magnet Dissertation Fellowship
Ana Abraído-Lanza	●	1993	Spring Foundation for Research on Women
Ana Abraído-Lanza	●	1994	Student Research Award, Association for Women in Psychology and APA Division 35 (Psychology of Women)
Ana Abraído-Lanza		1995	Runner-up, Jeffrey S. Tanaka Memorial Dissertation Award in Psychology, APA Committee on Ethnic Minority Affairs
Jennifer Ayala		1996-1999	Ms. Foundation Collaborative Fund for Healthy Girls/Healthy Women Fellowship
Jennifer Ayala		1999	Alternate for APA Minority Fellowship
Jennifer Ayala		1999-2000	CUNY Dean K. Harrison Fellowship
Jennifer Ayala		2001-2003	Leslie Glass Foundation Fellowship & Matching Fellowship from CUNY
Ricardo Barreras		1996	CUNY Fellowship
Ricardo Barreras		1998	Leslie Glass Foundation Fellowship & Matching Fellowship from CUNY
Ricardo Barreras		1999	CUNY Qualitative Research Award
Danielle Beatty		2003	APA Minority Summer Fellowship, Minority Aging Network in Psychology
Danielle Beatty		2004-2006	CUNY Dean K. Harrison Fellowship
Danielle Beatty		2005-2007	National Science Foundation, AGEP-SBE Fellowship
Danielle Beatty	●	2005-2007	NIH/NHBLI Minority Supplement Grant Racism, Coping, & Ambulatory Blood Pressure Study (R01 HL 068590) PI: Elizabeth Brondolo, Ph.D.
Lorelei Bonet		2005-2008	APA Minority Fellowship
Justin T. Brown		2004	Alternate, APA Minority Fellowship
Justin T. Brown		2004-2005	CUNY Dean K. Harrison Fellowship
Justin T. Brown		2005	NIH Pre-doctoral Minority Supplement on Grant Patterns and Contexts of Club Drug Use Study (No. 41519-00-02) PI: Jeffrey T. Parsons, Ph.D.
Justin T. Brown		2005	APA Minority Fellowship (Offered fellowship in November 2005, but declined because of NIH Minority Supplement)
Justin T. Brown		2005	Ford Foundation Diversity Fellowship - Honorable Mention
Josephine Guevarra		1991-1995	APA Minority Fellowship
Josephine Guevarra		1992-	NIMH Minority Supplement Grant , Mt. Sinai Medical Center, PI: Dana Bovberg, Ph.D.

Josephine Guevarra		1992	NIMH Workshop, "Mental Health Services Research in African-American Communities", University of Michigan,
Josephine Guevarra		1993	The New York State Association of Black & Puerto Rican Legislators, Inc. Scholarship Fund
Josephine Guevarra	•	1994	The Pamela Galiber Award
Monique Guishard		2001-2004	CUNY Dean K. Harrison Fellowship
Monique Guishard		2002-2004	Spencer Foundation, Discipline Based Studies in Education Fellowship
Nicole E. Holland		1995-1997	APA Minority Fellowship
Nicole E. Holland	•	1995	CUNY MAGNET President's Dissertation Year Fellowship
Nicole E. Holland	•	1996	APA Minority Fellowship Program Dissertation Award
Nicole E. Holland		1997-1998	CUNY MAGNET Post-Doctoral Chancellor's Fellowship
Hollie Jones		1998, 2004	William Randolph Hearst Research Fellowship
Hollie Jones		1998-2003	CUNY Dean K. Harrison Fellowship
Hollie Jones		2001-2003	APA Minority Fellowship
Hollie Jones	•	2004-2005	CUNY Magnet Dissertation Fellowship
Hollie Jones	•	2004-2005	APA Minority Dissertation Fellowship
Cathy Ma		2001-2003	CUNY Writing Fellowship
Cathy Ma	•	2004-2007	CUNY Grad A Fellowship
Carla Marquez			CUNY Dean K. Harrison Fellowship
Carla Marquez			National Science Foundation, AGEP-SBE Fellowship
Carla Marquez		2006	CUNY Tuition Fellowship (declined because tuition support from NSF AGEP-SBE Fellowship)
Minerva Mentor-Portillo		2002-2003	APA Minority Fellowship
Yasser Payne		1999 -2003	CUNY Dean K. Harrison Award
Yasser Payne		2000-2003	APA Minority Fellowship
Yasser Payne		2001-2002	Leslie Glass Foundation Fellowship & Matching Fellowship from CUNY
Yasser Payne		2003	APA Minority Fellowship - Psychology Summer Institute
Tiffany Perkins		1997-2001	Fellowship, Center for Developmental Neuroscience, Institute for Basic Research in Developmental Disabilities
Rosemarie Roberts		1995-1998	National Science Foundation Minority Graduate Fellowship
Rosemarie Roberts		1995-2004	APA Minority Fellowship
Rosemarie Roberts		1998-2000	Ford Foundation Minority Fellowship
Rosemarie Roberts	•	2003-2004	William Randolph Hearst Dissertation Fellowship
Rosemarie Roberts		2004-2005	Leslie Glass Foundation Fellowship & Matching Fellowship from CUNY
Eric M. Rodriguez		1993-1996	CUNY MAGNET Fellowship
Patricia Ruiz-Navarro		2004	SPSSI Applied Social Psychology Internship Grant
Lakersha Smith		2001-2003	Spencer Foundation Discipline Based Studies in Education Fellowship
Stephanie Spina		1996-2000	CUNY MAGNET President's Fellowship
Stephanie Spina	•	2000-2001	CUNY President's Dissertation Fellowship
Stephanie Spina	•	2000-2001	The McCune Foundation Dissertation Fellowship
Maria Torre		2001-2002	Leslie Glass Foundation Fellowship & Matching Fellowship from CUNY

Nikisha Williams		2002	SPSSI Clara Mayo Grant
Nikisha Williams	•	2006	Consortium for a Strong Minority Presence Scholar-in-residence Dissertation Fellowship
Deborah Upegui		2001-2003	Spencer Foundation Discipline Based Studies in Education Fellowship

Table 5

Faculty Research Grants relevant to ethnic minority psychology

Dates	Project Title	Funding	PI	Ethnic Minority Students
1990-1995	Training Grant in Health Psychology	NIMH	Suzanne Ouellette, & Tracey Revenson	Ana Abraído-Lanza
1996-1999	Healthy Girls/ Healthy Women	Ms. Foundation for Women	Suzanne Ouellette	Jennifer Ayala
1997-1999	Interpretive Diversity in Children's Academic Writing	National Council of Teachers of English	Colette Daiute	Hollie Jones
1997-2002	Discourses of Conflict and Action: Critical Analysis of a Violence Prevention Program in Urban Public Schools	William T. Grant Foundation	Colette Daiute	Hollie Jones, Caren Rawlins
2000-2001	Understanding the Complexity of Children's Violent Writing	Spencer Foundation	Colette Daiute	Hollie Jones
2000-2001	Public Policy Fellows	Open Society	Michelle Fine	Yasser Payne Lakersha Smith Deborah Upegui
2000-2004	The Opportunity Gap Project	Rockefeller Foundation	Michelle Fine	Maria Torre, Yasser Payne, Monique Guishard, Tiffany Perkins-Munn, Jennifer Ayala, Rosemarie Roberts
2000-2004	Race, Class, Gender and Prison	Leslie Glass Foundation	Michelle Fine	Maria Torre, Rosemarie Roberts, Debora Upegui, Tracey McFarlane
2000-2001	Ethnic Identification and Stereotype Threat: The Case of West Indians	Russell Sage Foundation	Kay Deaux (Claude Steele, Mary Waters, Jennifer Eberhardt, & Ewart Thomas, co-PI's)	Al Gilkes, Yvanne Joseph, Yasser Payne
2001-2003	Discipline-Based Educational Studies Fellows	Spencer Foundation	Michelle Fine & Collette Daiute	Yasser Payne, Monique Guishard, Rosemarie Roberts, Debora Upegui,

				Lakersha Smith
2001-2004	Training Minority Scientists in Biobehavioral Cancer Research	NIH/NCI	Tracey Revenson (Stephen Lepore, Deborah Blocker, Renee Royak-Schaler, and Steven Stellman, co-PIs)	Hollie Jones, Rommel Robertson, Minerva Mentor-Portillo, Azure Thompson
2001-2003	Exposure to Carcinogens in Tobacco Smoke: Role of Race, Gender and Stress	NIH/NCI	Tracey Revenson (Stephen Lepore, Peter Weston, & William Cross, co-PIs)	Hollie Jones, Rommel Robertson, Minerva Mentor-Portillo
2002-03	Black Women, Stress & Coping: Comparing General Stress, Race-Related & Gender-Related Stress	CUNY Diversity Program	Darlene DeFour [Hunter College - CUNY] & William Cross	Hollie Jones
2003-2005	Children's Social Reasoning about Exclusion and Rights	Subcontract from University of Maryland, PI: Melanie A. Killen, NICHD	Martin Ruck	Danielle Beatty
2003-2004	A Pilot Study of Reduced Smoking as a Harm Reduction Approach in a Sample of Refractory African-American and Caucasian Female Smokers	NIH/NCI	Tracey Revenson (Steven Stellman, Lirio Covey, & Donna Shelley, Co-PIs)	Azure Thompson
2003-2004	Explaining the "Generation Gap": Promotion and Prevention Strategies as Predictors of Stereotype Threat Effects	Russell Sage Foundation	Kay Deaux	Krystal Perkins

Table 6

Relevant Graduate Center Doctoral-Level Psychology Courses offered 1995-2006

Psychology of Immigration
Ethnic Minority Health
Stress, Coping, Trauma & Resilience
Community Psychology
Social (In)Justice
Participatory Action Research
Ethics for Research Psychologists

Urban Health: Environmental, Individual, and Social Aspects
Psychology of Women
AIDS: A Psychosocial Perspective
Morality, Society and Culture
Conceptualizing and Researching Black Identity: Historical and Social Psychological Issues
Personality, Social Structures/Processes, and Culture
Ethnicity and Mental Health
Cultural Psychology
Home, Homeland and Homelessness
Race, Ethnicity & Urban Ethnography
Biological and Social Bases of Gender Development
Infancy, Family, and Community: Psychological Studies of Black Children
Seminar on Culture and Environment
Seminar/Working Group on Diversity as an Environmental Issue
Seminar in Community Participation in Neighborhood Change
Interdisciplinary Seminar in Urban Health

Table 7

SP Faculty and their Research Areas

Central line doctoral faculty	Research areas
William E. Cross, Jr.	Social identity and black identity dynamics across the lifespan
Colette Daiute	Literacy, race/ethnicity, arts, and technology, youth conflict, international issues; narrative and discourse methods
Kay Deaux	Identity as related to group memberships such as immigration, gender, ethnicity, religion, and nationality
Michelle Fine	Social injustice and the circumstances and contexts where these occur, including schools, prisons, and public places; qualitative and participatory research methods
Suzanne Ouellette	Personality, self and identity, changing as individuals live their lives in complex social, political, and cultural settings, especially as related to health, illness, and art; the study of lives
Tracey A. Revenson	Stress, coping, social support processes and perceived racism as they pertain to health outcomes and adaptation to illness; women's health; community psychology; social ecological/contextual approaches

Doctoral Faculty with a Secondary affiliation with SP

Martin Ruck (Developmental)	Children's rights
Susan Saeger (Environmental)	Social stress and neighborhood effects on health
David Rindskopf (Educational)	empirical epistemology; quantitative methods
Herbert Salzstein (Developmental)	children's strategies for resolving moral dilemmas; eyewitness testimony
Paul Wachtel (City)	psychodynamic, systemic, and cognitive-behavioral approaches

Campus-based doctoral faculty

A.J. Franklin (City)	Resilience and psychological well-being of African Americans
Nicholas Freudenberg (Hunter)	Urban public health, HIV prevention among ethnic minority communities
Sarit Golub (Queens)	HIV prevention; positive outcomes of chronic illness
Curtis Hardin (Brooklyn)	Attitudinal precursors of racism; experimental social psychological methods
R. Glen Hass (Brooklyn)	Attitudinal ambivalence and behavior toward outgroups
Maureen O'Connor (John Jay)	Psychology and the law; gender discrimination
Jeffrey Parsons (Hunter)	Sexuality, sexual orientation, HIV/AIDS, substance use/abuse, health
Vita Rabinowitz (Hunter)	Helping relationships, gender issues in behavioral research
Margaret Rosario (City)	Identity formation among GLBT youth; exposure to violence
Deborah (Coates) Vietze (City)	Promoting the health and welfare of children, youth and families

Table 8

Publications of current and graduated ethnic minority students, primarily collaborations with faculty

Key: Ethnic minority students in bold; Social Personality Faculty in italics

Abraído-Lanza, A.F. (1997). Latinas with arthritis: Effects of illness, role identity and competence on psychological well-being. *American Journal of Community Psychology, 25(5)*, 601-627.

- Abraído-Lanza, A.F. (1997). Task Group V: Adaptive Health Behaviors. *Journal of Gender, Culture and Health, 2*, 143-162.
- Abraído-Lanza, A.F. (2004). Social support and psychological adjustment among Latinas with arthritis: A test of a theoretical model. *Annals of Behavioral Medicine, 27*(3), 162–171.
- Abraído-Lanza, A.F., Armbrister, A.N., Flórez, K.R., & Aguirre, A.N. (in press). Toward a theory-driven model of acculturation in public health research. *American Journal of Public Health*.
- Abraído-Lanza, A.F., Armbrister, A.N., White, K., Lanza, R.J. (in press). Immigrants. *Encyclopedia of Multicultural Psychology*, Y. Jackson (Ed.), Newbury Park, CA: Sage.
- Abraído-Lanza, A.F., Chao, M.T., & Flórez, K. (2005). Do healthy behaviors decline with greater acculturation?: Implications for the Latino mortality paradox. *Social Science & Medicine, 61*, 1243-1255.
- Abraído-Lanza, A.F., Chao, M.T., & Gammon, M. (2004). Breast and cervical cancer screening among Latinas and non-Latina whites. *American Journal of Public Health, 94*(8), 1393-1398.
- Abraído-Lanza, A.F., Chao, M.T., & Gates, C.Y. (2005). Acculturation and cancer screening among Latinas: Results from the National Health Interview Survey. *Annals of Behavioral Medicine, 29*, 22-28.
- Abraído-Lanza, A.F., Dohrenwend, B.P., Ng-Mak, D.S., & Turner, J.B. (1999). The Latino mortality paradox: A test of the "salmon bias" and healthy migrant hypotheses. *American Journal of Public Health, 89*, 1543-1548.
- Abraído-Lanza, A.F., Guier, C., & Colón, R.M. (1998). Psychological thriving among Latinas with chronic illness. *Journal of Social Issues, 54*(2), 405-424.
- Abraído-Lanza, A.F., Guier, C., & Revenson, T.A. (1996). Coping and social support resources among Latinas with arthritis. *Arthritis Care and Research, 9* 501-508.
- Abraído-Lanza, A.F., & Revenson, T.A. (2006). Illness intrusion and psychological adjustment to rheumatic diseases: A social identity framework. *Arthritis and Rheumatism: Arthritis Care and Research, 55* (2),
- Abraído-Lanza, A.F., & Revenson, T.A. (in press). Illness intrusion and psychological adjustment to rheumatic diseases: A social identity framework. *Arthritis Care and Research*.
- Abraído-Lanza, A.F., Vásquez, E., & Echeverría, S.E. (2004). *En las manos de Dios* [in God's Hands]: Religious and other forms of coping among Latinos with arthritis. *Journal of Consulting and Clinical Psychology, 72*(1), 91–102.
- Abraído-Lanza, A.F., White, K., Armbrister, A.N., Link, B.G. (in press). Health status, activity limitations, and disability in work and housework among Latinos and non-Latinos with arthritis: An analysis of national data. *Arthritis Care and Research*.
- Abraído-Lanza, A.F., White, K., & Vásquez, E. (2004). Immigrant populations and health. In N.B. Anderson (Ed.), *Encyclopedia of Health and Behavior* (pp.533-537). Newbury Park, CA: Sage.
- Antman, K., Abraído-Lanza, A.F., Blum, D., Brownfield, E., Cicutelli, B., Debor, M.D., Emmons, K., Fitzgibbon, M., Gapstur, S.M., Gradishar, W., Hiatt, R.A., Hubbell, F.A., Joe, A.K., Klassen, A.C., Lee, N.C., Linden, H.M., McMullin, J., Mishra, S.I., Neuhaus, C., Olopade, F.I., & Walas, K. (2002). Reducing

disparities in breast cancer survival: A Columbia University and Avon Breast Cancer Research and Care Network symposium. *Breast Cancer Research and Treatment*, 75, 269-280.

Anand, B., Fine, M., Perkins, T., & Surrey, D. (2004). Building partnerships to hear freedom's heroes within our community. *History of Education Quarterly*, 44, 113-119.

Anand, B., Fine, M., Perkins, T., & Surrey, S. (2002). *Keeping the struggle alive: Oral histories of school desegregation in the North*. New York: Teachers College Press.

Asch, A., Perkins, T., Fine, M., & Rousso, H. (2001). Disabilities and women: deconstructing myths and reconstructing realities. In J. Worrell (Ed.), *Encyclopedia of Women and Gender*, volume 1 (pp.345-354). San Diego, CA: Academic Press.

Ayala, J. (2000). Across Dialects. In L.Weis & M. Fine. (Eds.) *Speedbumps: A student friendly guide to qualitative research*. New York: Teachers College Press.

Ayala, J. (2006). Confianza, Consejos and Contradictions: Gender and sexuality lessons between Latina adolescent daughters and their mothers. In J. Denner & B. Guzman (Eds.) *Latina girls: Voices of adolescent strength in the United States*. NY: New York University Press.

Ayala, J., Bertram, C., Carney, S., Centrie, C., Cumiskey, K.M., Fine, M., Foster, K., Galletta, A., Lombardo, S., Massey, S., McFarlane, T.A., Maruza, J., Morton, M., Roberts, R.A., Tocke, K.C., Valentine-Juarabe, J.G., Weis, L., & Wesseen, S. (1998). *Caution Speed Bumps: Reflections on the Politics and Methods of Qualitative Work*. Occasional Paper, Graduate School of Education, State University of NY, Buffalo.

Ayala, J., Herrera, P., Jimenez, L. & Lara, I. (2006). *Fiera, Guambra y Karichina!* Transgressing the borders of community and academy. In D.D. Bernal et al (Eds.) *Chicana/Latina education in everyday Life: Feminista perspectives on pedagogy and epistemology*. SUNY Press.

Beatty, D. L., Williams, V. S. L., Robinson, E. L., & Edwards, C. L. (2006). African American college student drinking and social support. Manuscript under review.

Brown, J.T., Davis, M.I., Jason, L.A., & Ferrari, J.R. (2006). Stress and coping: The roles of ethnicity and gender in substance abuse recovery. *Journal of Prevention & Intervention in the Community*, 31, 75-84.

Cross, W. E., Jr., Clark, L., & Fhagen-Smith, P. (1999). Black identity development across the lifespan: Educational implications. In AH Sheets, & E. Hollins (Eds.), *Aspects of Human Development: Racial and Ethnic Identity in School Practices* (pp. 29-47). New Jersey: Lawrence Erlbaum.

Cross, W. E., Jr., & Fhagen-Smith, P. (2001). Patterns of African American identity development: A life span perspective. In B. Jackson & C. Wijeyesinghe (Eds.), *New perspectives on racial identity development: A theoretical & practical anthology* (pp. 243-270). NY: New York University Press.

Cross, W. E., Jr., Smith, L., & Payne, Y. (2002). Black identity: A repertoire of daily enactments. In P. Pedersen, J. Draguns, W. Lonner, & J. Trimble. (Eds.), *Counseling across cultures*, 5th edition (pp. 93-107). Thousand Oaks, CA: Sage.

Daiute, C., & Jones, H. (2003). Diversity discourses: Reading race and ethnicity in children's writing. In S. Greene & D. Abt-Perkins (Eds.), *Making race visible* (pp.178-223). New York, NY: Teachers College Press.

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Table 9

Ethnic minority students and their mentors

CURRENT ETHNIC MINORITY STUDENTS

Danielle L. Beatty
 Lorelei Bonet
 Justin Brown
 Nancy Cardwell
 Christopher Charles
 Monique Guishard
 Sachelle Heavens
 Jaicy John
 Yvonne Joseph
 Cathy Ma
 Carla Marquez
 Jennifer Pastor
 Krystal Perkins
 Patricia Ruiz Navarro
 Lakersha Smith
 Maria Torre
 Rafi Torruella
 Nhan Truong
 Deborah Upegui
 Elizabeth Velilla
 Nikisha Williams

MENTORS

Tracey Revenson/William Cross
 Tracey Revenson/Jeff Parsons
 Jeff Parsons
 Colette Daiute
 Suzanne Ouellette/William Cross
 Michelle Fine
 Kay Deaux
 Colette Daiute
 Suzanne Ouellette
 Michelle Fine/Suzanne Ouellette
 Michelle Fine
 Michelle Fine
 Kay Deaux
 Suzanne Ouellette/Kay Deaux/ Colette Dauite
 Michelle Fine
 Michelle Fine
 Suzanne Ouellette
 Suzanne Ouellette
 Michelle Fine
 William Cross/Kay Deaux
 Kay Deaux

ETHNIC MINORITY GRADUATES 1995-2006

Ana Abraído-Lanza
 Jennifer Ayala
 Ricardo Barreras
 Andra Basu
 Kenneth Foster
 Alwyn Gilkes
 Josephine Guevarra
 Nicole Holland
 Hollie Jones
 Jose Lorenzo-Hernandez
 Tracy McFarlane
 Nicole Holland
 Yasser Payne
 Tiffany Perkins-Munn
 Rosemarie Roberts
 Eric Rodriguez
 Stephanie Spina

Tracey Revenson
 Michelle Fine
 Michelle Fine
 Vita Rabinowitz
 William Cross
 AJ Franklin/William Cross
 Suzanne Ouellette
 Michelle Fine
 William Cross
 Suzanne Ouellette
 Suzanne Ouellette/Tracey Revenson
 Michelle Fine
 Michelle Fine/William Cross
 Deborah Coates/Kay Deaux/Michelle Fine
 Michelle Fine
 Suzanne Ouellette
 Michelle Fine/Suzanne Ouellette