Welcome! *The Rookie* is designed to showcase students’ excellent contributions to social justice issues and to provide a way to communicate useful opportunities and information to students. This issue focuses on community-focused efforts. I hope you enjoy and use this issue as a way to connect with your fellow researchers. For inquiries about this publication, please contact me at rookie@spssi.org

-Sarah F. Bailey, Northern Illinois University, Newsletter/Website editor

Like “SPSSI Graduate Students” on Facebook for info for SPSSI students.

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From the Desk of the GSC Chair
   Kala Melchiori
   Loyola University, Chicago

Greetings SPSSI graduate students! I am honored to serve as the 2013 Graduate Student Committee (GSC) Chair for such an engaged, social-justice oriented community.
Since 2005, GSC has played a key role in representing graduate students in SPSSI governance. As Chair, I have organized graduate student social events at SPSSI’s 2012 conference (see pictures below!), and voiced graduate student concerns at SPSSI’s bi-annual Council meetings.

In order to better communicate our work on behalf of graduate students and connect directly with our constituents, GSC has a new Facebook page. Simply go to www.facebook.com/SPSSIGraduateStudents on Facebook and click “Like”.

We recently conducted a survey of graduate student concerns via our Facebook page. Our results indicated that SPSSI graduate students think SPSSI has been beneficial to their professional development, improved their knowledge of social justice issues, and helped them to develop better research skills. However, SPSSI could do better on connecting graduate students with one another, faculty members and other SPSSI members.

We heard you loud and clear, which is why we are working on a graduate-student focused event that will take place in early summer 2013. Details will be announced via our Facebook page and the SPSSI listserv.

We are also working with the SPSSI APA Convention co-chairs to ensure that graduate student programming is present at APA 2013. The SPSSI GSC will sponsor a joint social hour with SPSP’s graduate student network, as well as host mentor tables at the event. Again, details will be announced via our Facebook page (go “Like” us!) and the SPSSI listserv.

We look forward to a great year!

Kala J. Melchiori
GSC Chair
gradstudents@spssi.org

Fostering a Sense of Community in the Workplace: The Impact of Vicarious Incivility

Shannon Pinegar and Justin Purl
Ohio University

Each community has a unique culture binding together the members to achieve a higher level of kinship, security, and trust. Work communities serve an important function for individuals,
as people spend a large portion of their lives at work. Work communities are formal, but workers still place high value on safe environments, trust and good relationships. Our research focuses on the effects of equal opportunity climate on trust in the organization. Equal opportunity climate is an individual's expectations and perceptions concerning opportunities, responsibilities, and rewards, and the administration of the same, in accordance with the person's abilities and contributions rather than the individual's demographic characteristics (Dansby & Landis, 1991). We begin by investigating the effects of outgroup discrimination.

The arbitrary categorization of individuals into groups can cause discrimination toward outgroups and favoritism of the ingroup (Allen & Wilder, 1975). Discrimination negatively influences a variety of outcomes for the target such as: mental and physical health, perceptions of control, salary earnings, job strain, work attitudes, and turnover intentions (Corina, Kabat-Farr, Lesinen, & Huerta, 2011; Dion, 2001; Landrine & Klonoff, 1996; Matthews, Parks, Walsh, Tuller, & McDonald, n.d.; Williams, Neighbors, & Jackson, 2003). However, a paucity of research has examined how the effects of discrimination in organizations can extend to observers, who were not personally victimized. Researchers have shown that harassing behavior towards women has negative health effects on fellow male employees (Miner-Rubino & Cortina, 2004; Miner & Eischeid, 2012). However, these authors acknowledge that research on this effect should be extended in order to examine whether it exists when other minority groups are the targets. We introduce findings that apply the predictions found by Miner-Rubino and colleagues to three minority groups: women, racial minorities, and older individuals.

In a sample of 700,000 individuals, discrimination toward the minority group (women, non-white, and older individuals) remained a robust predictor of organizational trust when only majority members were investigated. A new model of vicarious incivility suggests that a negative equal opportunity climate poses a threat to the organizational identity of majority members in addition to posing a threat to identities related to the targeted group. Future research hopes to broaden the scope of negative consequences, reframing discrimination as harmful to everyone seeking a collegial, secure, trustful culture.

**Keywords: vicarious incivility, discrimination, workplace**

Shannon K. Pinegar (sp129207@ohio.edu) is pursuing her doctorate degree in social psychology from Ohio University. Her research focuses on false confessions in interrogation settings; discrimination within work environments; and intuition.

Justin D. Purl is an Industrial/Organizational Psychology doctoral student at Ohio University. He has presented research at annual conferences including The Academy of Management and Society for Industrial and Organizational Psychology. His research interests include employee assessment, motivation, and decision-making.
Transitioning from Mentee to Mentor: Establishing Your Mentoring Identity (Part 1)

Stephanie Brooks Holliday
Drexel University

As we begin our graduate careers, our focus is often on finding the ideal mentor. Many graduate programs follow a mentor model, by which students enter their programs with a mentor selected; others take time to solidify their interests before identifying the best match. These relationships grow, and as our interests diversify, we may identify additional mentors. These individuals are a source of support and guidance, both professionally and personally, and are often a pivotal component of the graduate school experience.

However, as we progress through graduate school and grow closer to the transition to early career professional, another shift often takes place - not only are we being mentored, but opportunities may arise to mentor others. As a graduate student, a mentor role may take many shapes. Most commonly, though, graduate students may find themselves in the position to serve as a peer mentor to fellow graduate students at similar or earlier stages in their graduate careers, or to mentor undergraduate students. This role transition can be intimidating - but there are ways to make this transition more seamless!

Clarify your role. Mentors can serve two (potentially overlapping) functions: the career-related function, which involves providing guidance associated with professional development; and the psychosocial function, which has more of an emphasis on modeling and personal support (American Psychological Association Presidential Task Force, 2006). When establishing a relationship with a mentee (the term preferred by the APA to “protégé” for its relative breadth), it may be helpful to determine what function you will serve. Keep in mind that these functions are not necessarily mutually exclusive, and it’s possible to incorporate aspects of both into the relationship. With regard to non-specific aspects of the mentor role, the importance of promptness, flexibility, nondefensiveness, and adaptability have been emphasized (Dittmann, 2002).

Identify the objectives. The APA (2006) compiled a resource document related to mentoring relationships. This guide highlights the fact that even within the previously identified functions (career and psychosocial), a mentor may provide a diverse range of support. For this reason, it is important to ensure that both the mentor and the mentee agree about the expectations for the mentoring relationship. Is the mentee seeking advice regarding the appropriate steps toward a certain career path? Guidance regarding the initiation of a research project? Information regarding the establishment of a work-life balance? Support in navigating professional relationships? The interests and needs of mentees may be varied or specific, broad or narrow, and an open conversation regarding expectations will ensure that you are on the same page. Working to identify specific short- and long-term goals can facilitate this process (Alvarez, 2010).

Following these initial steps can help you to feel better prepared to enter the mentor role. By determining the expectations that you and your mentee have for the relationship and beginning to describe the scope of your role, this role transition can seem more manageable and feel better structured. However, these are only the first steps. In addition to clarifying your role and establishing objectives, it’s important to consider what your working style will be. Considerations regarding styles of mentorship and mentoring activities will be described in a second installment in this series - stay tuned for the next issue of The Rookie!
Further resources on mentoring:

The Multiracial Community and Race Relations in America

Sarah E. Gaither
Tufts University

According to the 2010 US Census Data and the Pew Research Center, the mixed-race population has shown a 32% increase over the last ten years, making it the second fastest growing demographic in our country; today approximately one in seven marriages is considered interracial. Despite this knowledge, however, researchers across disciplines are just beginning to investigate how mixed-race individuals are perceived and treated and how they may differ from their monoracial counterparts. One question still remains completely unanswered: how will this nation-wide change in our racial demographics affect interracial perceptions?

Some argue that this increase in racial mixing will enable us to overcome the strictly defined White-Black racial boundaries, blurring the lines between racial groups and reducing America’s levels of prejudice. Others, however, contend that this rise in mixed-race individuals will actually lead toward further discrimination of racial differences between groups. With highlighting more racial group differences, this could hurt the influence that minority groups may have in the future since it would result in smaller numbers within minority groups overall.

The mere fact that it was not until the year 2000 that mixed-race individuals gained the right to choose which boxes apply to them demonstrates how novel acknowledging this population shift is to our country. Based on current research, 95% of young people (ages 18-29) approve of interracial dating while only 45% of people over the age of 64 support interracial relationships. Regarding mixed-race individuals more specifically, 41% of the mixed-race population is under the age of 18, highlighting even further this generational divide concerning the multiracial population. Additionally, mixed-race individuals tend to be more liberal than others with 52% self-identifying as Democrats. The majority of mixed-race individuals support pro-choice movements and opposing bans on gay marriage, suggesting that our country could in fact become more politically liberal in the near future. This increase in liberalism, combined with the notion that the younger generation seems to be less racially biased than older generations, could lead toward significant changes in racial perceptions in America.

The overarching goal of my research is to pinpoint specific racial attitude changes that may occur due to this increase of the mixed-race population. Currently I am running a series of studies examining how exposure to biracial individuals affects racial attitudes, interracial interactions, and definitions of diversity. I am also studying what types of motivation or contexts affect how mixed-race individuals are categorized, perceived, and ultimately treated. Uniquely, my work
demonstrates that the saliency of biracial adults’ racial identity significantly affects how biracial Black/White individuals interact with both White and Black interaction partners. Lastly, my work with children shows that racial identity may actually play a much larger role within learning contexts for biracial children compared to their monoracial counterparts.

Research as a whole has only concentrated on majority and monoracial populations. Therefore, past research findings cannot necessarily be extrapolated to all other racial groups, especially for multiracial individuals. Based on current demographic trends, it is now vital for researchers to begin to focus on how the multiracial population may differ in psychology, health, and education domains. It is time for research fields to extend their racial categorizations and understandings past this either/or conceptualization of race.

--Sarah E. Gaither, Social Psychology PhD Candidate, Tufts University

My main research interests are 1) interracial relations and perceptions of ingroup and outgroup members; 2) intergroup processes and outgroup exposure; and 3) mixed-race perceptions, experiences and interaction tendencies

The 121st APA Convention in Honolulu is right around the corner! Also keep in mind...
‘Living to gamble, gambling to live’: Research on socially deviant groups and gambling in Hong Kong

Paul Khiatani and Chine Chan
Upper Iowa University

Pathological gambling, a misguided obsession over gambling characterized by the inability to control the impulse to gamble, is the most extreme form of problem gambling disorders. Aversive consequences of developing this form of problem gambling include, but are not limited to, gambling to the point of piling debts, becoming preoccupied with gambling, and committing crimes to fund gambling habits (American Psychiatric Association, 2000). It is an epidemic that has a worldwide digital and land-based presence and impact, affecting countless individuals and costing billions of dollars in intervention, prevention, and treatment designs.

Extensive research on the characteristics of gambling and those affected has contributed to the implementation of responsible gambling policies, creation of improved treatment designs, and the creation of technologies with responsible gambling features. However, there has been a lack of research focusing on the relationship between gambling and marginalized groups in society, such as the socially deviant groups of active female sex workers and criminals. The affinity towards developing Pathological gambling is universal - there is no discrimination or bias whatsoever. Should not there be research conducted to understand the situation and conditions these marginalized groups in society are facing as well?

For two years now, in Hong Kong, I and my esteemed colleagues - Chine Y. Chan, Tiffany H.M. Tse, Kelvin S.C. Yick, and Dr. Chi Chuen Chan - have conducted fieldwork research on four socially deviant groups; the Chinese triad, female and male sex workers, and multi-purposed taxi drivers. We explored their trajectory in gambling, their present lifestyles in gambling, and their outlook for the future in gambling.

Results from the study elucidated the complexities of gambling disorders and its pathway development among the participants of the four socially deviant groups. The majority of them met the threshold for Pathological gambling. They sought refuge in gambling for a variety of reasons; most for intrinsic and extrinsic rewards. Moreover, gambling-related cognitions, the pathway development of gambling, and gambling behaviors differed between groups. Being unaware of the consequences, fear of stigma, and fear of losing the benefits of gambling were the chief reasons for ignoring gambling helping services.

Moving forward, we hope to continue to advance this line of research, provide suggestions and recommendations, and see more researchers, clinicians, and policy makers get involved with bringing the marginalized, socially deviant characters back into society to be tended to adequately for any problem aversively affecting their livelihoods.

Keywords: gambling, deviancy, marginalized, trajectory, research, Hong Kong
Paul Khiatani ([founderstar@hotmail.com](mailto:founderstar@hotmail.com)) completed his undergraduate degree in Psychology from Upper Iowa University and is currently applying for graduate school. Apart from gambling addictions and social issues, Paul also has a keen research interest in psychological medicine, neuroscience, criminology, and public health services.

Chine Y. Chan holds degrees in culture, language, and, more recently, in Psychology after graduating from Upper Iowa University. Apart from being a student, Chine has worked as a journalist and human rights worker for the past 18 years, and worked with the law in Hong Kong and China. With the desire to fill in research gaps and advance public understanding, since 2011, Chine researched gambling among women and sex workers in Hong Kong.

Happy Birthday Trayvon: The Link Between Discrimination and Child Psychosocial Outcomes

Riana Anderson
University of Virginia

On February 5, 2013, I thought about Trayvon Martin. After all, it would have been his 18th birthday, so it was only appropriate. But it was not just a day to consider his life; rather, his death and its impact on families.

As a researcher in a cultural and family studies laboratory, I think about the “Trayvons” of our society constantly. It was his untimely death that led my colleague, Saida Hussain, and me to consider the effects of discrimination on processes within low-income Black families. After developing a theory based on existing research, we found using a statistical model that discrimination reported by parents has a direct and indirect effect on children.

In cases like the shooting of Trayvon, children may perceive community-level experiences of discrimination directly, thus contributing to their internalizing and externalizing behaviors. In such a way, familial and community experiences of discrimination can be directly related to how children feel and act, and contribute to anxiety, low self-esteem, or aggression. This made me reflect: how many images did I see of youth wearing a ‘hoodie’ as a sign of solidarity - or more resoundingly, interchangeability - with Trayvon?

On the other hand, parents who perceive discriminatory actions are likely to feel more depressed than parents who report less discrimination. Depressed parents often have more difficulties parenting. And surely, increases in parenting problems lead to more challenging child behaviors and feelings. As a result, discrimination has an indirect effect on children’s outcomes as well.

Though it may seem like a gloomy pathway to psychological pain for children living in a society that has discrimination, our research also considers possible protective agents. We tested whether parents’ ethnic commitment - or having a sense of belongingness within their ethnic group - changed the relationship between experienced discrimination and depression.

As hypothesized, parents with higher levels of ethnic commitment had lower levels of depression. So, even though we found that discrimination can directly lead to negative child outcomes, we also found that when parental depression is minimized, parenting practices are more likely to be supportive, as are positive child outcomes. As a result of this research, we are next considering how to effectively bolster components of parenting interventions that focus on ethnic identity to improve overall child outcomes.
So, to Trayvon: we hope for a world free of discrimination, but until then, we offer research as a gift to other youth in your honor. Happy birthday, Trayvon.

**Keywords:** Discrimination, psychosocial well-being, ethnic identity, black families, parenting

Riana Anderson (riana@virginia.edu) is a fourth-year doctoral student in Clinical and Community Psychology at the University of Virginia. Dr. Melvin Wilson is her advisor in the Cultural and Family Studies Lab, where they are currently investigating the longitudinal outcomes of a preventative intervention designed for low-income families. She graduated from the University of Michigan - Ann Arbor in 2006 with degrees in Psychology and Political Science and taught in Atlanta, Georgia through Teach For America.

Upcoming SPSSI Opportunities For Students

*For more information/online submissions, please visit www.spssi.org or contact the person listed*

The Otto Klineberg Intercultural and International Relations Award

The Society for the Psychological Study of Social Issues is proud to announce the Otto Klineberg Intercultural and International Relations Award honoring Dr. Otto Klineberg (1899-1992), an early president of SPSSI and distinguished figure in these fields.

**ELIGIBILITY** - Entries can be unpublished manuscripts, in press papers, book chapters, or journal articles published no more than 18 months prior to the submission deadline. Entries cannot be returned. The competition is open to non-members, as well as members of SPSSI, and graduate students are especially urged to submit papers. Submissions from across the social sciences are encouraged, however the paper must clearly demonstrate its relevance for psychological theory and research in the domain of intercultural and international relations.

**AWARD AND CRITERIA** - An award of $1000 is given to "the best paper or article of the year on intercultural or international relations"—a field about which Professor Klineberg cared deeply from his social psychological commitment. Originality of the contribution, whether theoretical or empirical, will be given special weight. Please note that an individual or group may submit to only one SPSSI paper award (from amongst the Allport, Klineberg, and Dissertation Awards) per year.

**HOW TO APPLY** - Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Klineberg Award.

**DEADLINE** - This is an annual award. Applications must be received by March 1st. Late applications will be retained for the next year. The winner will be announced by May 1st.
The Gordon Allport Intergroup Relations Prize

The Society for the Psychological Study of Social Issues is proud to announce the Gordon Allport Intergroup Relations Prize honoring the memory of the late Dr. Gordon W. Allport, a founder and past president of SPSSI.

ELIGIBILITY - Entries must be works published during the calendar year preceding the year of submission. For the 2012 award, submissions are limited to articles, chapters, or other works published in their primary form (e.g., appearing in print for print journals or books or online for online-only journals or other volumes) with a formal publication date of 2011. Please note that an individual or group may only submit one paper to SPSSI awards (including the Allport, Klineberg, and Dissertation Awards) per award year (January 1 - December 31).

AWARD AND CRITERIA - An award of $1000 is given to "the best paper or article of the year on intergroup relations" - a field about which Professor Allport cared deeply. Originality of the contribution, whether theoretical or empirical, will be given special weight. The research area of intergroup relations includes such dimensions as age, gender, and socioeconomic status, as well as ethnicity.

HOW TO APPLY - Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Allport Award.

DEADLINE - This is an annual award. Applications must be received by June 15th. Winners will be notified by October 15th.

Sponsored by: The Gordon W. Allport Memorial Fund of Harvard University and SPSSI.

The Social Issues Dissertation Award

The Society for the Psychological Study of Social Issues is proud to announce the Social Issues Dissertation Award, established to encourage excellence in socially relevant research.

ELIGIBILITY - Any doctoral dissertation in psychology (or in a social science with psychological subject matter) accepted between March 1st of the previous year and up to the deadline of the current year is eligible. Applicants must have successfully defended their dissertation prior to the current year's award deadline. Please note that in the award year an individual or group may only submit one paper to one SPSSI award (from amongst the Allport, Klineberg, and Dissertation Awards) and applicants may not submit to the Dissertation Prize twice.

AWARDS - A first prize of $1000 and a second prize of $500 will be awarded to the dissertations that best demonstrate scientific excellence and potential application to social problems.
The application should include: A 500-word summary of the dissertation. The summary should include title, rationale, methods, and results of dissertation, as well as its implications for social problems. Please also include a cover sheet that states the title of your dissertation, your name, postal and e-mail addresses, phone number, and university granting the degree.

HOW TO APPLY- Online applications are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, mail the complete application to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Social Issues Dissertation

DEADLINE

- This is an annual award. The deadline is May 10th.
- All applicants will be notified of their status by July 5th. Finalists will be asked to provide:
  - certification by the dissertation advisor of the acceptance date of the dissertation; and
  - a full electronic copy of the dissertation.
- The final decision will be announced by September 1st.

The Grants-In-Aid Program

The SPSSI Committee on Grants-in-Aid (GIA) wishes to support scientific research in social problem areas related to the basic interests and goals of SPSSI and particularly those that are not likely to receive support from traditional sources. The Committee especially encourages proposals involving (a) unique and timely research opportunities, (b) underrepresented institutions, graduate students, and junior scholars, (c) volunteer research teams, and (d) actual, not pilot, projects. Funds are not normally provided for travel to conventions, travel or living expenses while conducting research, stipends of principal investigators, costs associated with manuscript preparation, or the indirect costs of institutions.

ELIGIBILITY: The applicant must be a member of SPSSI. Applicants may submit only one application per deadline. If an applicant has applied to the Clara Mayo Grant in the same award year (July 1 - June 30), she or he is not eligible to apply for GIA. Individuals may submit a joint application.

AWARDS: Funding up to $1000 is available for graduate student research if proposals are accompanied by evidence of a request for appropriate university official agreement to match the amount requested. Strong preference is given to applications from students at the dissertation stage of the graduate career. Such proposals must be accompanied by an appropriate official university agreement to match the amount requested. This matching requirement will not be waived for institutions that have adopted a policy of not providing matching funds to support graduate student research. Funding up to $2000 is available for research by SPSSI members who already have a Ph.D. Documentation of submission to the applicant’s Institution IRB must accompany every submission. In exceptional circumstances the amount may exceed $2000. The usual grant from SPSSI is for up to $2000 for post-doctoral work and up to $1000 for pre-doctoral work.

208 I Street NE Washington, DC 20002-4340 Tel: 202-675-6956 | Fax: 202-675-6902
spssi@spssi.org | www.spssi.org
The Application should include:

1. A cover sheet with your name, address, phone number, e-mail address and title of the proposal.
2. An abstract of 100 words or less summarizing the proposed research.
3. Project purposes, theoretical rationale, and research methodology and analytical procedures to be employed.
4. Relevance of research to SPSSI goals and Grants-in-Aid criteria.
5. Status of human subjects review process (which must be satisfactorily completed before grant funds can be forwarded).
6. Resume of investigator (a faculty sponsor’s recommendation must be provided if the investigator is a graduate student; support is seldom awarded to students who have not yet reached the dissertation stage).
7. Specific amount requested, including a budget. For co-authored submissions, please indicate only one name and institution to whom a check should be jointly issued if selected for funding.

A recommended length for the combined Points (1) through (4) of the proposal is 5-7 double-spaced, typed pages.

HOW TO APPLY: Online submissions are the preferred method. Please limit the size and number of files uploaded when applying online.

For hard copy submissions, assemble 5 complete packets of the required materials. Each packet should contain the exact same material and be collated. No folders please. Mail the complete application to SPSSI, 208 “I” (Eye) St NE, Washington, DC 20002-4340. Attn: Grants-in-Aids Program.

DEADLINE: Grants-in-Aid are awarded twice each year.

The annual deadline for the Spring round is May 15th. Winners will be announced by July 20th.

The annual deadline for the Fall round is October 25th. Winners will be announced by December 10th.

Late applications may be held until the next deadline. Proposals for highly timely and event-oriented research may be submitted at any time during the year to be reviewed within one month of receipt on an ad hoc basis. If yours is a time-sensitive application, please indicate that with an email to awards@spssi.org.

Sponsored by: The Sophie and Shirley Cohen Memorial Fund and SPSSI membership contributions.

The Clara Mayo Grants

In Support of Masters’ Theses and Pre-Dissertation Research on Sexism, Racism, or Prejudice
The Clara Mayo Grant program was set up to support masters’ theses or pre-dissertation research on aspects of sexism, racism, or prejudice, with preference given to students enrolled in a terminal master’s program. Studies of the application of theory or the design of interventions or treatments to address these problems are welcome.

**ELIGIBILITY:** Individuals who are SPSSI members and who have matriculated in graduate programs in psychology, applied social science, and related disciplines. A student who is applying for a Grants-In-Aids may not apply for the Clara Mayo award in the same award year. Applicants may submit only one Mayo application per calendar year.

**AWARDS AND CRITERIA:** Up to six grants will be awarded annually. The maximum amount of any grant is $1,000. Proposals that include a college or university agreement to match the amount requested will be favored, but proposals without matching funds will also be considered.

**HOW TO APPLY:** Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Clara Mayo. The Application should include:

1. A cover sheet stating title of thesis proposal, name of investigator, address, phone, and if possible, fax and e-mail;
2. An abstract of no more than 100 words summarizing the proposed research;
3. Project purposes, theoretical rationale, research methodology, and analytic procedures to be employed;
4. Relevance of research to SPSSI goals and funding criteria;
5. Status of human subjects review process (which must be satisfactorily completed before grant funds can be forwarded);
6. Clear statement of type of degree program applicant is enrolled in (e.g., terminal master's program);
7. Faculty advisor’s recommendation, including certification that the proposal is for a master’s thesis or for pre-dissertation research;
8. Specific amount requested, including a budget;
9. If available, an institutional letter of agreement to match the funds requested.

**Recommended length for points (1) through (4) of the application is 5-7 double-spaced, 12-point font, typed pages. Incomplete applications will be returned to the applicant.**

**DEADLINE**

The annual deadline for the Spring round is May 7th. Winners will be announced by July 15th.

The annual deadline for the Fall round is October 15th. Winners will be announced by December 1st.
Late applications may be held until the next deadline.

**Sponsored by:** SPSSI’s Clara Mayo Memorial Fund made possible by bequests from the family and friends of Professor Clara Mayo and by SPSSI member donations.

**The Applied Social Issues Internship**

To encourage research that is conducted in cooperation with a community or government organization, public interest group or other not-for-profit entity that will benefit directly from the project.

**ELIGIBILITY**

Undergraduate seniors (rising seniors included), graduate students, and first-year post doctorates in psychology, applied social science, and related disciplines are eligible to apply. Applicant must be a SPSSI member.

**AWARDS**

Awards range from $300 to $2,500 to cover research costs, community organizing and, in unusual cases, a stipend for the intern. Cost sharing by sponsoring department or organization is desirable.

**The Application should include:**

a) A 3-6 page proposal including the proposed budget and a cover sheet with your name, address, phone number, e-mail address and title of your proposal. If an intervention is planned, the proposal should carefully describe the theoretical rationale for the intervention, specifically how the effectiveness of the program will be assessed and the plan to disseminate the findings to relevant parties and policy makers.

b) A short resume.

c) A letter from a faculty sponsor/supervisor of the project, a statement concerning protection for participants if relevant and any funds that the sponsoring organization will use to support the intern’s research.

d) A letter from an organizational sponsor (waived if the applicant is proposing to organize a group) that endorses the intern’s research activities, describes how the organization will potentially benefit from the work, and outlines any funds the organization will use to support the intern’s research.

**HOW TO APPLY** - Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.
For hard copy submissions, assemble 5 (five) complete packets of the required materials. Each packet should contain the exact same material and be collated. No folders please. Mail the complete application to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Applied Social Issues Internship.

**DEADLINE** - This is an annual award. Applications must be received by April 25th. Announcement of the awards will be made by June 1st. Late applications may be held until the next deadline.

**Dalmas A. Taylor Memorial Summer Minority Policy Fellowship**

The purpose of this award is to honor the memory of Dalmas A. Taylor, who passed away during his term as President of SPSSI. Dr. Taylor had been involved for many years with SPSSI. In addition, he was instrumental in establishing the Minority Fellowship at the American Psychological Association and in increasing the APA’s attention to inclusion of people of color. This fellowship is administered in conjunction with APA’s Minority Fellowship Office, and provides an opportunity for a graduate student of color to work on public policy issues in Washington, DC. Read comments from some of our recent interns here.

**ELIGIBILITY**

Applicants must be currently enrolled and in good standing in an accredited graduate program in psychology or a related field. In addition they must be members of an ethnic minority group (including, but not limited to, African American, Alaskan Native, American Indian, Asian American, Hispanic, and Pacific Islander) and/or have demonstrated a commitment to a career with a focus on ethnic minority issues. Applicants should not have completed their graduate program by the time they begin the fellowship.

**AWARDS AND CRITERIA**

The summer fellowship typically runs 8-12 weeks. Most Fellows work four days at APA and one day at SPSSI’s Central Office each week. Start and end dates vary from year to year, depending on the Fellow’s scheduling needs. The summer stipend is $3,000. In addition, SPSSI will provide up to $1,500 for travel and living expenses* to relocate to Washington, DC.

The application should include:

1. A cover page stating your name, institution, address, telephone number, fax number (if applicable), and email address.

2. A 3-page statement with detailed information that includes:
   (a) reason for your interest in this fellowship
   (b) your previous and current research experiences
   (c) indication of your interest in ethnic minority psychological issues
   (d) statement of how this fellowship would contribute to your career goals
3. Two letters of recommendation. Please upload these letters with your materials or have them emailed directly to awards@spssi.org.

4. Current curriculum vitae

**HOW TO APPLY**

Online submissions are the preferred method. You are limited to five files to upload at any given time, and submissions must be limited to this number. At the time you submit your completed application, please also send an email to Central Office at awards@spssi.org. As the subject of the email write "Taylor application". In the body of the email include the information from your cover page. Recommendation letters should be included with your uploaded materials if possible. If preferred, please email recommendation letters to awards@spssi.org for inclusion.

**DEADLINE**

This is an annual fellowship. Submission materials must be received by April 25th.

Announcements for this fellowship will be made by May 25th.

* The fellow will be responsible for making her/his own housing arrangements.

**The James Marshall Public Policy Fellowship**

*The next anticipated vacancy in this position will be fall, 2014.*

**PROGRAM DESCRIPTION**

The goals of SPSSI’s James Marshall Fellowship in Public Policy are to train early career scientists to 1) contribute to the effective use of scientific knowledge about social issues in the formation of public policy; 2) educate the scientific community about how research can contribute to the development of public policy; and 3) establish a more effective liaison between social scientists and various policy-making mechanisms.

This position is supported, in part, by an endowment provided by the James Marshall Fund, Inc. The Fellowship provides support over a one- or a two-year term for a new doctoral-level fellow who represents SPSSI in approved policy and advocacy activities outside the academic setting to work in Washington DC as a “resident scholar” at the interface of science and policy. The Scholar should expect to use social-psychological research to inform the public policy making process in collaboration with SPSSI, other scientific or advocacy organizations, the United Nations, and/or the Congressional and Executive Branches.

The Marshall Fellow participates in a range of supervised activities involving the application of psychological research to 1) analyze specific social policies; 2) develop policy advocacy; and 3) work with SPSSI members on policy projects. The policy focus of the work varies from year to year depending on the fellow’s interests and SPSSI’s priorities. If external placement is available it will
also affect the nature of the work. Collaboration with SPSSI’s policy coordinator, Dalmas Taylor summer intern, and members is typical. The Fellow participates in SPSSI’s Council meetings.

QUALIFICATIONS

The Marshall Fellowship is open to post-doctoral scientists from any discipline relevant to the psychological study of social issues. Applicants must hold a PhD or PsyD before the start of the fellowship and be a member of SPSSI. Candidates must demonstrate interest or involvement in the application of social science to social issues and policies, have a sound scientific background, and demonstrate sensitivity toward policy issues. Candidates should be interested in and knowledgeable about at least one current social issue such as homelessness, violence, adolescent pregnancy, child abuse, etc. Candidates must be able to communicate effectively both orally and in writing. Individual initiative and an ability to work cooperatively with others having diverse viewpoints are critical. Knowledge of policy processes at the national level, along with placement goals is desirable, but not essential.

AWARD

The James Marshall Public Policy Fellowship with the Society for the Psychological Study of Social Issues (SPSSI) will be available for 2014-2015, with a start date in the fall of 2014.

The current stipend is $55,000 per year plus health and vacation benefits.

HOW TO APPLY

ONLINE APPLICATIONS are the preferred. Please limit the number and size of files uploaded when applying online.

- Curriculum vita with current contact information.
- A 1000 word biographical statement of experience and interest in policy activities and/or social issues, career goals, interest in the position, placement priorities, and objectives desired from the Fellowship. Please indicate preference for either a one- or a two-year Fellowship commitment.
- A 600 word briefing statement using social science data and related information to inform a legislator about a specific social issue of your choice.
- Three letters of reference addressing applicant’s abilities, experience, and motivation as related to this position. These letters can be uploaded along with the other applications materials, or referees can email them separately to spssi@spssi.org, with the words "Marshall Fellowship Reference Letter for [your name]" in the subject line.

DEADLINE for submission of all application materials is April 15, 2014. Notification of selection is expected on or around May 15.

FOR MORE INFORMATION: Contact Dr. Susan Dudley, SPSSI’s Executive Director.
The Rookie is published four times a year to provide information of interest to student members of the Society for the Psychological Study of Social Issues. It reaches student SPSSI members throughout the world who are in various stages in their careers. Unless stated otherwise, the opinions expressed are those of the authors and do not represent the official position of the Society.

We welcome submissions of announcements, and articles that are relevant to members of the Society as space permits. For more information, or to make a submission, contact the editor.