Five-Year Retrospective and Annual Report 2006-07

Center on Race and Social Problems

University of Pittsburgh
School of Social Work
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Credits

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Much has happened since the Center on Race and Social Problems was initially funded five years ago. At that time the center was only an idea; there were no facilities, no staff, and no funds. Since then we have made tremendous progress. Today the center is thriving with over forty faculty associates from the University of Pittsburgh and around the country. We have committed ourselves to the continued engagement of race related research, the mentoring of scholars, and the dissemination of race related scholarship. Moreover we have made improvements to the center in other ways. For example, we now offer an absolutely wonderful lecture series, a variety of summer institutes, a popular summer course on race and social problems, and a race focused spring break study abroad opportunity.

We are indebted to numerous individuals for the progress we have made. First among these is Provost Dr. James Maher, who believed in the idea and the worthiness of establishing a center which focused on what we both agree is America’s defining social problem. Without the support from the Provost’s Office, there would be no Center on Race and Social Problems—it would still be only an idea, whose time had not yet arrived. In addition, each of the national and community institutions who have supported our various initiatives also deserves our thanks. In particular, we want to thank the law firms of Buchanan Ingersoll and Rooney and Reed Smith each of whom has funded our speaker series. Indeed, without the sustained support of these two law firms there would likely be no CRSP lecture series.

Each of the center’s staff also deserves a big round of applause as they have, through their creative hard work and ingenuity, helped to build what is one of the most exciting enterprises at the university. Specifically, I want to thank the Associate Director, Dr. Ralph Bangs, who in the process of building the center has also become my good friend. Ralph is an indispensable ingredient in defining and keeping the center functioning efficiently. Similarly, I want thank Dr. Hide Yamatani, the School of Social Work’s Associate Dean for Research, for his loyalty and commitment to the center’s success. Others too have been critical to the center’s success: Mr. Michael Newman, our Administrative Assistant who keeps the center on track and on schedule, and Mrs. Megan Soltesz, Finance and Business Manager, who has provided us with sound fiscal advice and creative ideas. Two years ago, Dr. John Wallace joined us and has greatly strengthened our ability to engage in long term community based research projects. Three Postdoctoral Research Fellows, Rochelle Woods, Sara Goodkind, and Solveig Spjeldnes, have each been instrumental to the advancement of the center by making scholarly contributions.

And on behalf of the University of Pittsburgh community I want to thank each of the many scholars and community leaders who visited the center as speakers or institute presenters. Literally thousands of people have benefited from their presentations. These presenters have helped to make the center vibrant, and an exciting place to be.

However, despite the strides which the center has made, we are not yet ready to rest on our laurels. There is much work to be done. Race continues to remain a problem which strikes at the very heart of America. Hence it is our intent to remain focused on the six social problem areas: economic disparities, educational disparities, mental health, intergroup relations, youth, families, and the elderly and criminal justice.

Engaging in race related scholarship is unlike addressing other societal difficulties such as cancer, diabetes, or even global warming. Studying and highlighting race related social problems are always emotionally charged. But we believe that it is the acknowledgement and study of racial inequities which will ultimately lead to their elimination. Hence we want to thank all those who support us in this important undertaking.

Sincerely,
Larry E. Davis
THE CENTER ON RACE AND SOCIAL PROBLEMS: THE FIRST FIVE YEARS

We are proud of our research, publication, service, and educational accomplishments during the center’s first five years, 2002 to 2007. We greatly appreciate the many faculty and staff who contributed to this success.

Externally-Funded Research

Center-affiliated faculty have gained funding from foundations and other external sources for the following projects:

2003

Improving High School and Post-High School Outcomes for African American Youth in Allegheny County
Ralph Bangs, Center on Race and Social Problems
Funded by the Heinz Endowments.

Evaluating the Impact of Attending a Boys and Girls Club on Urban Youth
Leslie Hausmann, Learning Research and Development Center
Funded by the Sarah Heinz House.

Allegheny County Jail Collaborative Evaluation Research: Follow-up Study of 300 Inmates
Hide Yamatani, School of Social Work; Ralph Bangs, Center on Race and Social Problems; Larry E. Davis, Aaron Mann, and Lambert Maguire, School of Social Work
Funded by the Human Services Integration Fund.

2004

Increasing Institutional Identification of College Students as a Means of Improving Retention
Janet Schofield, Department of Psychology and Learning Research and Development Center; Rochelle Woods, Center on Race and Social Problems; and Leslie Hausmann, Learning Research and Development Center
Funded by the Spencer Foundation, the Staunton Farm Foundation, and the University of Pittsburgh Office of the Vice Provost for Undergraduate Studies.

2005

Photovoice: A Community Based Project to Involve Older Adult Methadone Clients in the Decisions that Affect Their Lives
Danny Rosen, School of Social Work
Funded by the Staunton Farm Foundation.
2006

A National Study of Minority and Women Business Contracting
Ralph Bangs, Center on Race and Social Problems, and Audrey Murrell, Graduate School of Business
Funded by the Ford Foundation Fulfilling the Dream Fund.

Congregations Helping to Unite and Revitalize Congregations Holistically (CHURCH) Project: The Impact of Crime on Clergy and Congregations
John M. Wallace, Jr., School of Social Work
Funded by the Louisville Institute

2003

African American Adolescents’ Perceptions of Mental Illness, Treatment, and Services
Valire Carr Copeland, School of Social Work

Influences of the Conceptualization and Processing of Racial Stereotypes on the Intended Sexual Behavior of African American Early Adolescents
Willa Doswell, School of Nursing; Jerome Taylor, Department of Africana Studies; and Betty Braxter, School of Nursing

Depression in Low-Income African American and White Ob/Gyn Patients: The Role of Chronic Stress.
Nancy K. Grote, School of Social Work, and Charlotte Brown, Department of Psychiatry

2004

Racial and Ethnic Discrimination in Public Contracting
Ralph Bangs, Center on Race and Social Problems, and Audrey Murrell, Graduate School of Business

Extending the Construct Validation of the Sources of Social Support (SOSS) Scale: Clinical and African American Samples
Gary Koeske and J. Chris Stewart, School of Social Work

George E. McClomb, School of Social Work

Audrey Murrell, Graduate School of Business, and David Porter, University of California Los Angeles
Racial Disparities in Volunteer Experience and Subsequent Health
Fenyang Tang, School of Social Work

Multilevel Characteristics of Incarcerated Youth and the Role of Race
Michael Vaughn, School of Social Work

2005

Increasing Local Government Contracts with African American Firms
Ralph Bangs, Center on Race and Social Problems, and Audrey Murrell, Graduate School of Business

Race and Perceptions of Sportsmanship
Raymond Jones, Graduate School of Business

Exploring Multiple Discourses and the Construction of Relationships among African American Child Care Consultants and Teachers
Eva Marie Shivers, School of Education

2006

Depression Stigma, Race, and Treatment Seeking Behavior and Attitudes
Charlotte Brown, Department of Psychiatry, Valire Carr Copeland, Nancy K. Grote, and Kyaien Conner, School of Social Work
(With additional funding from the University Center on Social and Urban Research and the Office of the Vice Provost for Research)

Youth Reentry Experiences from Juvenile Justice Placement: A Qualitative Pilot Study Exploring Race, Gender, and Service Needs
Sara Goodkind, Jeffrey Shook, Michael Vaughn, and Latika Davis-Jones, School of Social Work

2007

Community Opinions Contributing to Use of Mental Health Services for African Americans
Carol Anderson, Department of Psychiatry; Evangeline Holmes, Kathleen Hunt, and Sheryl Strothers, Family Services of Western Pennsylvania

PUBLICATIONS

Journal Articles

2002


2003

2004


2005


2006


“The Impact of Sexual Abuse in the Lives of Young Women Involved or at Risk of Involvement with the Juvenile Justice System,” S. Goodkind, I. Ng, and R.C. Sarri, Violence Against Women, 12, 5: 456-477.


2007


Guest Scholars at the Race and School Discipline Summer Institute, July 2007. (From left to right) Derrick Gervin (Clark Atlanta University), Liz Gershoff (University of Michigan), Morna McEachern (University of Washington), Courtney Robinson, University of Texas at Austin), and Keith Chan (Boston College.)


**In Press**


**Book Chapters**


**Reports**

Improving High School and Post-High School Outcomes for African American Youth in Allegheny County:

Report One: *African American High School Education in Allegheny County*, Ralph Bangs and Hide Yamatani, June 2005


Report Three: *Programs for Improving African American High School Achievement and College Enrollment*, Ralph Bangs, October 2005


Opinion-Editorials


Books


Working Papers


Whitepaper

*The Role of Compromise in the Development of American Race Relations*, E. Springer.
University of Pittsburgh Learning Research and Development Center

The Social Implications of Urban Revitalization
Ronnie Bryant, Pittsburgh Regional Alliance

Asset-Building, Poverty, and Public Policy
Michael Sherraden, Washington University School of Social Work

2003-2004

The Role of Compromise and the Development of American Race Relations
Eric Springer, Esq., Horty, Springer and Mattern, PC, and University of Pittsburgh School of Law and School of Public Health, Retired

The Coming White Minority
Joe Feagin, University of Florida Department of Sociology
Co-sponsored by the School of Social Work, The School of Law, and The Faculty and College of Arts and Sciences

Depression in African Americans: Attitudinal, Social, and Health System Barriers and Pathways to Care
Charlotte Brown, University of Pittsburgh School of Medicine, Department of Psychiatry

Ordinary and Extraordinary Racism.
Kathleen Blee, University of Pittsburgh Department of Sociology, and Lu-in Wang, University of Pittsburgh School of Law

The Hill District’s Multiracial History
Larry Glasco, University of Pittsburgh Department of History

Do Teenaged Girls Think Race Matters?
Willa Doswell, University of Pittsburgh School of Nursing

Racism: Roots, Fruits, and Remedies
Jerome Taylor, University of Pittsburgh Department of Africana Studies

2004-2005

National Survey of American Life
James Jackson, University of Michigan Institute for Social Research

Race and Incarceration
Al Blumstein, Carnegie Mellon University School of Public Policy and Management

Racial Profiling: A Common Sense Tool for the Post-9/11 World?
David Harris, University of Toledo College of Law

Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs
Deirdre Royster, College of William and Mary Department of Sociology

Shrinking the Achievement Gap: Academic and Social Intervention
Lauren Resnick, University of Pittsburgh Learning Research Development Center

Nancy Grote, Buchan Ingersoll & Rooney Fall Speaker Series, October 2005.
Faith Matters: Race/Ethnicity, Religiosity and Drugs  
John Wallace, University of Pittsburgh School of Social Work

The Family Home as Level Playing Field—Not  
Dalton Conley, New York University Center for Advanced Social Science Research

Racial Stigma: Toward a New Paradigm for Discrimination Theory  
Glenn Loury, Boston University Department of Economic

2005-2006

After Grutter and Gratz: Challenges in Using Diversity Educationally  
Patricia Gurin, University of Michigan Institute for Social Research

Overcoming Barriers to Care: Engaging Depressed, Disadvantaged, Minority Women in Evidence-based Treatments  
Nancy Grote, University of Pittsburgh School of Social Work

African American Urban History: The Value of Historical Perspectives on Race and Contemporary Social Problems  
Joe Trotter, Carnegie Mellon University Department of History

Brown’s Legacy and Lessons for Healthy Children  
Margaret Beale Spencer, University of Pennsylvania Graduate School of Education

Employment Trends for Young Black Men: Causes and Policy Implications  
Harry J. Holzer, Georgetown University Public Policy Institute

Empowering Girls: Gender-Specific Approaches for Productive Futures  
Gwen Elliott, Gwen’s Girls

Enhancing the Quality of Life of Latino, Black, and White Dementia Caregivers: The REACH II Randomized Controlled Trial  
Richard Schulz, University of Pittsburgh Center for Social and Urban Research

Father Absence Among African-Americans  
Orlando Patterson, Harvard University Department of Sociology

2006-2007

The Intersection of Race and Educational Opportunity and Achievement  
Mark Roosevelt, Pittsburgh Public Schools

Race, Ethnicity, and Divorce in the United States: What Do We Know?  
Megan Sweeney, University of California at Los Angeles Department of Sociology

Segregation, the Concentration of Poverty, and Racial Stratification in the United States  
Douglas Massey, Princeton University Department of Sociology

The State of Black Pittsburgh  
Esther Bush, Urban League of Pittsburgh
The Problem When Race Matters
Doris Carson Williams, African American Chamber of Commerce of Western Pennsylvania

Immigration and Racism in Europe: Old Prejudices, New Challenges
Ariane Chebel d’Appollonia, Center for the Study of Politics, Sciences Po, Paris

The Time Tax: Race and Spatial Equity in New York City
Kathryn Neckerman, Columbia University Institute for Social and Economic Research and Policy

Elijah Anderson, University of Pennsylvania Department of Sociology, Poor, Young, Black, and Male: A Case for National Action?

SUMMER INSTITUTES

June 2006

Race and Child Welfare
Presentations by:
• Ruth McRoy, University of Texas
• Robert Hill, Westat Corporation
• Carol Spigner, University of Pennsylvania
• Helen Cahalane, School of Social Work
• Walter Smith, Family Resources of Western Pennsylvania
• Marcia Sturdivant, Allegheny County Department of Human Services

Race, Crime, and Communities
Presentations by:
• Luke Bergman, Oregon Health and Science University
• George Tita, University of California at Irvine
• Darnell Hawkins, University of Illinois at Chicago
• Rolf Loeber, Department of Psychiatry
• Al Blumstein, Carnegie Mellon University
• Jeff Shook, School of Social Work

July 2007

*Racial and Ethnic Disproportionality in School Discipline*
Presentations by:
- Russell Skiba, Indiana University at Bloomington School of Education
- John Wallace and Sara Goodkind, School of Social Work
- Pedro Noguera, New York University School of Culture, Education, and Human Development
- Linda Raffaele Mendez, University of South Florida College of Education
- Monique Dixon, the Advancement Project

*Race and Mental Health*
Presentations by:
- King Davis, University of Texas
- Charlotte Brown, Department of Psychiatry
- Harold Neighbors, University of Michigan
- Walter Smith, Jr., Family Resources of Pennsylvania
- Arthur Whaley, Russell Sage Foundation

*Attracting, Retaining, and Advancing Law Students and Lawyers of Color in the Pittsburgh Region*
Presentations by:
- Peter Alexander, Southern Illinois University
- Arin Reeves, The Athens Group
- Eugene E. Harris, Allegheny County Bar Association
- Helise Harrington, Sonnenschein, Nath and Rosenthal
- Cathy Bisson, Cohen and Grigsby
- Carl Cooper, formerly of Reed Smith
- Sandra Jordan, School of Law
- Michelle I. Ritter, PPG Industries, Inc.
- Marlin Martinez-Walker, Thorp Reed & Armstrong
- Kevin Deasy, School of Law

*Orlando Patterson, Reed Smith Spring Speaker Series, April 2006.*
EDUCATION

Postdoctoral Research Fellows

We have mentored three Postdoctoral Research Fellows:

2004 – 2005

Rochelle Woods, University of Michigan Sociology; achievement and retention gaps in secondary and postsecondary education

2005 – 2006

Sara Goodkind, University of Michigan Social Work and Sociology; programs for girls in the juvenile justice system

2007 – 2008

Solveig Spjeldnes, University of Pittsburgh School of Social Work; family and environmental influences affecting the well-being of African American children with low-income, and incarceration, re-entry, and recidivism

Living-Learning Community: The Research Experience

A dozen undergraduate students were paired with CRSP faculty associate mentors to work on social science research projects in a program in partnership with the Office of Residence Life. The projects and faculty mentors were:

Allegheny County Jail Collaborative Evaluation
Hide Yamatani, School of Social Work

Ethnic Identity & Epistemology
Jane Elizabeth Pizzolato, School of Education

Legal Socialization of Children and Youth
Jeffrey Shook, School of Social Work

Minority Access to Prime Contracts at Pittsburgh Public Schools
Ralph Bangs, Center on Race and Social Problems, and Audrey Murrell, Graduate School of Business

Multidimensional Characteristics of Incarcerated Youth and the Role of Race
Michael Vaughn, School of Social Work

Practicing Safety: Preventing Child Neglect and Abuse
Diane Abatemarco and Edmund Ricci, Graduate School of Public Health
Seeing is Believing: Perceptions of Support and Career Outcomes Among African American Employees
Audrey Murrell, Graduate School of Business

Solutions to America’s Race Problems
Ralph Bangs, Center on Race and Social Problems

Teacher-Student Relationships Across the Racial Divide
Joan Vondra, School of Education

Youth Reentry Experiences from Juvenile Justice Placement: A Qualitative Study Exploring Race, Gender, and Service Needs
Sara Goodkind, School of Social Work

Courses

Center faculty have taught three courses for graduate and undergraduate students

Special Topics: Race and Social Problems
A survey course for graduate students taught by Ralph Bangs covering the center’s six problem areas: economic disparities, educational disparities, interracial group relations, mental health, youth, families, and the elderly, and criminal justice.

Secondary Data Analysis on Race and Social Problems
A doctoral course on the use of existing survey data taught by John Wallace, Jr., including: review of past findings, framing testable questions, fundamentals of survey data analysis, and writing for publication

Study Abroad—Race Relations in France
A one-credit course coordinated by Ralph Bangs in which students traveled to Paris, France for eight days during spring break. The group met with leading experts and scholars on race relations to learn about current race- and ethnicity-related issues in the areas of employment, religion, immigration, crime, education, and public services

Student Paper Award

The center has made awards to seven students for outstanding papers on contemporary racial issues, first to graduate students and, starting in 2007, also to undergraduates.

2003

Sara Lichtenwalter, “Black Women and Transportation - Making the Connection: Cars, Cash, Clocks and Capital,” sponsored by School of Social Work Professor Esther Sales

Lindsey Smith, “Environmental Justice: Environmental Racism in Urban Environments,” sponsored by School of Social Work Assistant Professor Daniel Rosen

2004

Kyaien Conner, “All It Takes Is a Drop: Racial Identity and Racial Pride Development in Biracial College Students,” sponsored by School of Social Work Assistant Professor Daniel Rosen
2005

Jayashree Mohanty, “Ethnic Identity and Self-Esteem among International Adoptees,” sponsored by School of Social Work Assistant Professor Gary Koeske

2006

Deborah Conway, “Resilience in Low-Income African American Women Enrolled at a Community College,” sponsored by School of Education Assistant Professor Eva Marie Shivers

2007

Graduate award: Hyunzee Jung, “Stigma of Disadvantaged Socio-Economic Status and Its Effect on Life Satisfaction and Psychological Distress,” sponsored by School of Social Work Associate Professor John Wallace

Undergraduate award: Weilu Tan, “Race, Immigration, and the Paris Riots of 2005,” sponsored by Department of History Lecturer Anthony Novosel

Gwendolyn Elliott, Reed Smith Spring Speaker Series, February 2006.
“The problem of the twentieth century is the problem of the color line.” WEB DuBois, 1903.

Although progress has been made since these words were spoken more than a hundred years ago, America’s race-related problems remain. Race and ethnicity matter in virtually all aspects of our society and are likely to matter more as our society becomes even more diverse.

The mission of the Center on Race and Social Problems is to conduct applied social science research on race, ethnicity, and color and their influence on the quality of life for all Americans.

The University of Pittsburgh established the center in 2002 to help lead America further along the path to social justice by conducting race-related research, mentoring emerging scholars, and disseminating race-related research findings and scholarship. The center is interdisciplinary in its approach, multiracial in its focus, and the only race-related center to be housed in a school of social work.

Goals

The goals of the center are to:

• Foster high quality, multidisciplinary research on racial issues. CRSP aims to achieve this goal by developing new knowledge and gaining substantial local and national funding for research.
• Mentor scholars who focus on race-related research. CRSP aims to accomplish this goal by providing students, postdoctoral fellows, faculty, and other scholars with guidance and support in project design, proposal development and presentation, data gathering and analysis, and publishing.
• Disseminate race-related knowledge and information. CRSP aims to accomplish this goal by providing talks, forums, conferences, lectures, summer institutes, and courses.
Activities and Functions

Areas of Focus

The center focuses on race-related social problems in the following six areas:

- Economic Disparities
- Educational Disparities
- Interracial Group Relations
- Mental Health
- Youth, Families, and the Elderly
- Criminal Justice

Aligning itself with the mission of the University of Pittsburgh, the center is engaged in the following activities and functions:

Research

Executing a high-quality, multidisciplinary applied research program is at the core of the center’s mission. Faculty who work with the center are encouraged to focus on developing realistic and achievable solutions to the topics they address.

Faculty members affiliated with the center are organized into groups based on the six problem areas addressed by the center. These groups, called Research Advisory Panels (RAPs), bring together faculty members with similar interests to work individually or in groups to develop new research initiatives.

Addressing race-related problems requires a wide range of expertise. The center establishes and maintains relationships with interested faculty from across the university and provides these social scientists with an identity and a location for research and training on racial topics. The center aids university researchers in developing and obtaining external funding for their projects. Finally, the center strives to become a national resource for race-related social science information for both academics and the general public, and it serves as a collection site for questionnaires, instruments, and relevant research resources.

Service

With focus on, but not limited to, the Pittsburgh region, the Center on Race and Social Problems serves the informational needs of the public, private, and nonprofit sectors. It provides the community with both data and technical assistance, conducts special studies on current issues, and disseminates research findings. Interested citizens can attend the center’s seminars, lectures, and conferences to gather information or engage in dialogue on race-related issues. They are also encouraged to go to our website for up-to-date newsletters, papers, books, conferences, summer institutes, and course offerings.

Education

Anyone interested in race-related issues has a variety of opportunities to get involved with the center’s research. The center educates, trains, and mentors scholars from the undergraduate to the postdoctoral level. A position on a research project affords individuals the opportunity to gain not only valuable skills and experience, but also funding for their education. The center also offers graduate courses on race and related social problems.
Members from outside the University of Pittsburgh are:
• Alfred Blumstein, Carnegie Mellon University School of Public Policy and Management
• Joe Feagin, Texas A&M University Department of Sociology
• Patricia Gurin, University of Michigan Program on Intergroup Relations
• James Jackson, University of Michigan Institute for Social Research
• Ruth McRoy, University of Texas Center for Social Work Research
• Michael Sherraden, Washington University School of Social Work
• Robert Taylor, University of Michigan School of Social Work

Lectures in the Reed Smith and Buchanan Ingersoll & Rooney Speaker Series consistently draw audiences of more than a hundred faculty, students, and community members.

**Academic Advisory Committee**

The center is guided by an Academic Advisory Committee of Experts from across disciplines at the University of Pittsburgh and around the country. Edmund Ricci, Director of the Institute for Evaluation Science in Community Health in the University of Pittsburgh’s Graduate School of Public Health has chaired the committee for the last four years. In January of 2008, Kathy Blee of Pitt’s Department of Sociology will take over the duties of the chair. Other members from the University of Pittsburgh are:

• Willa Doswell, School of Nursing
• Sara Goodkind, School of Social Work
• Audrey Murrell, Graduate School of Business
• Edmund Ricci, Graduate School of Public Health
• Janet Schofield, Department of Psychology and Learning Research and Development Center
• Richard Schulz, University Center for Social and Urban Research
• Stephen Thomas, Graduate School of School Public Health
• John Wallace, School of Social Work
• Lu-in Wang, School of Law
• Hide Yamatani, School of Social Work
Areas of Focus and Research Advisory Panels

The center provides social scientists with both an identity and a location for research and training on racial topics and aids researchers in developing and obtaining external funding for their projects. Faculty associated with the center conduct basic and applied studies, quantitative and qualitative data collection, and primary and secondary data analysis.

Faculty members affiliated with the center are organized into groups based on the center’s six areas of focus. These Research Advisory Panels (RAPs) bring together faculty members with similar interests to work individually or in groups to develop new research initiatives.

The chairs of the RAP groups in 2006-2007 were:

- Economic Disparities: Ralph Bangs, CRSP
- Educational Disparities: Ralph Bangs, CRSP
- Interracial Group Relations: Janet Schofield, Department of Psychology and Learning Research and Development Center
- Mental Health: Valire Carr Copeland, School of Social Work
- Youth, Families, and the Elderly: John Wallace, School of Social Work
- Criminal Justice: Hide Yamatani, School of Social Work

Externally-funded Projects


The purpose of the project is to help local governments increase prime contracts with minority and women business enterprises (M/WBEs) in Boston and Chicago. Three local governments in each of the cities will be studied. The central city, housing authority, and water and sewer authority will be studied in Boston. The city, county, and school district will be studied in Chicago.
For each local government we have determined from public archived data the share of total prime contracts in the most recent year that went to MBEs and WBEs. Generally, local governments award very small shares of total prime contract spending to these firms.

In addition, we are in the process of interviewing 20 strong MBEs and 20 strong WBEs in each of the cities to find out what barriers within local government prevent these firms from obtaining prime contracts. These barriers often include: creating contract packages that are too large for most MBEs and WBEs, giving late notice or not notifying MBEs and WBEs at all about contract opportunities, allowing sizeable change orders and contract amendments for majority firms that submit unusually low bids to win contracts, declaring that MBEs and WBEs are not qualified when they actually are, and unfairly claiming that MBEs and WBEs with contracts are not performing the work in order to take away contracts.

Another part of the project is to build relationships between the researchers and local government in order to increase understanding of discriminatory barriers and encourage local government adoption of affirmative action programs to remedy the problems identified by the research. Relationships between the researchers and community and legal activists and advocates will also be built in order to develop local political and legal strategies to get reluctant local governments to change policies and practices.


Retention of college students, especially African American students, is a major concern in the U.S. This study tests the idea that increasing students’ sense of belonging to their university will increase their intended and actual retention at that university. It also explores the impact of a wide variety of other variables.

All African American (N=287) freshmen at a large predominantly White university were invited to participate in the first wave of a 3-wave survey and 62% did so. A similar number of their White peers (N=297) were randomly selected.
to participate and 76% did so. All these students were invited to participate in two later waves of the survey. Most of both groups (over 90%) did so.

All participating students received surveys that included questions that measured different variables of interest (e.g., sense of belonging, perceived campus racial climate, satisfaction with the university, study habits, intentions regarding their continued enrollment at the university, etc.) at the beginning, middle, and end of their freshman year. In addition, one third of these students were randomly assigned to a condition designed to enhance their sense of belonging to the university. Others were randomly assigned to one of two control conditions in equal numbers. With students’ permission, university records were used to gather information on each participant’s enrollment status at the end of his/her freshman and sophomore years as well as on additional background variables likely to influence retention, such as SAT scores.

An extensive set of MMC (multilevel model for change, a kind of hierarchical linear modeling) analyses were conducted to test the contention that sense of belonging is related to students’ intentions to persist. These analyses led to the conclusion that sense of belonging does predict intentions to persist and that it can be influenced by interventions such as the one used here. Additional SEM analyses suggested that students’ actual college persistence at the end of sophomore year is positively influenced by their sense of belonging through belonging’s impact on commitment/intentions.


The broad goals of the CHURCH project are to (1) increase knowledge about how the social ecology in which religious institutions are nested influences how they carry out their missions and (2) elucidate the challenges and opportunities that clergy face as they seek to lead congregations in high crime and physically and socially disordered communities. The project’s specific aims are to:

1. Document empirically the nature and extent of criminal activity in selected communities;
2. Examine the nature of programs and ministries that inner-city congregations offer in response to crime in the community;

Elijah Anderson, Reed Smith Spring Speaker Series, April 2007.
organizations exert parochial control over crime (see Rose, 2000 and Triplett, Gainey, and Sun, 2003), and thus act to reduce its prevalence. The findings of the present study suggest, however, that in communities with high levels of crime, and violent crime in particular, the resultant fear may substantially attenuate the ability of religious institutions to exert parochial control against crime in its community.

In the realm of practice, the findings of this exploration are also important. Seminaries, schools of social work, and other organizations that educate clergy and other human service workers should work hard to adequately prepare students for the realities of working in high crime communities. The data from this study suggest that crime and violence have a tremendous impact, not only on parishioners, community members, and other potential “clients” but that these issues significantly impact the mental and perhaps physical health and well-being of clergy as well. In fact, if the experiences of pastors in Homewood are in any way normative, the issue is not “if” persons who work in these environments will have to deal with the consequences of crime and violence but “when.”

An unexpected positive result of this project for the pastors who participated was the almost therapeutic effect of the interviews and the focus group. For most of the pastors these conversations afforded them their first opportunity to discuss their experiences, their fears, and their feelings as they have had to deal with the consequences of crime and violence individually, and with those for whom they provide care.

3. Explore the extent to which crime and its consequences relate to congregational change in programs, policies and/or practices; and

4. Ascertain the impact of crime on clergies’ attitudes, perceptions, and ministry experiences.

To our knowledge this project was one of the first studies to examine explicitly the impact of crime on clergy and congregations. The study is based on qualitative interviews and a focus group. Although the sample upon which the study was based is small and located in a single neighborhood, the conditions and experiences of clergy in the study are by no means unique, or even limited to inner-city contexts. Although we were unable to identify any systematic assessment of the issue, recent news reports from around the country and an informal exploration of internet news and information websites suggests that clergy and congregations are increasingly targeted as victims in incidents of crime and violence. Accordingly, the findings from this small pilot study, though lacking in statistical generalizability, may nonetheless have important implications for both theory development and for practice.

Theoretically, the study suggests that there may be a reciprocal, rather than unidirectional relationship between criminal activity and religion. Current theoretical models hypothesize that religious

Monitoring the Future is an ongoing epidemiological research and reporting project that began in 1975 and has become one of the nation’s principal sources of reliable information on trends in drug use among adolescents and young adults. This research study has three broad and complementary aims: (1) to monitor drug use and potential explanatory factors among American secondary school students, college students, other young adults, and selected age groups beyond young adulthood; (2) to distinguish which of three fundamentally different kinds of change—maturational, historical, and/or cohort—are occurring for various types of drug use, including the use of tobacco and alcohol; and (3) to study the causes, the consequences, and the maturational patterns associated with these different types of change in drug use.

Papers completed this year focused on the relationship between religiosity and adolescent drug use and on school discipline. The paper on the relationship between religion and drug use focused on the scholarly debate about if, when, and under what circumstances religiosity deters delinquency. The study used multilevel modeling data analytic techniques (i.e., HLM) and large nationally representative samples of American public high schools (N = 227) and high school seniors (N = 16,595) to examine various unresolved issues in the ongoing debate, with a specific focus on the relationships between individual- and contextual-level (i.e., school) religiosity and adolescent’s use of tobacco, alcohol, and marijuana. The results indicate:

• as the level of religiosity in a school increases, adolescents’ frequency of cigarette use, binge drinking, and marijuana use decreases
• the religiosity of the school influences students’ substance use, over and above their individual religiosity, but that this relationship exists only for marijuana
• the strength of the relationship between individual-level religiosity and individual-level substance use varies depending upon the religiosity of the community, such that adolescents who are highly religious and in highly religious contexts are less likely to engage in binge drinking or marijuana use than those who are equally religious but in less religious contexts.

Future research should seek to understand the mechanisms through which individual- and contextual-level religiosity influences young people’s use of substances and other delinquent behaviors.

The school discipline paper used large nationally representative samples of White, African American, Hispanic, Asian American, and American Indian students (N = 74,000) to document the prevalence
of school disciplinary practices experienced by American youth, to examine the extent to which there is racial/ethnic disproportionality in the application of school disciplinary practices, to determine the whether racial/ethnic differences in school discipline have, or have not changed over time, and to ascertain the extent to which controlling for socio-demographic differences helps to explain racial/ethnic differences in school discipline. We found that African American, Hispanic, and American Indian youth are significantly more likely that White youth to have experienced disciplinary actions in school, while Asian American students are significantly less likely than White students or students of other races to be disciplined. Our data further show that although the prevalence of being disciplined in school is, on average, highest among African American boys, disproportionality in discipline—being over-represented in disciplinary actions relative to their proportion in the population—is highest among African American girls. In fact, while African American boys are roughly three times as likely as White boys to be disciplined in school, African American girls are more than five times as likely as White girls to be suspended or expelled. Interestingly, the data on trends in school discipline revealed an overall increase in school discipline between 1991 and 1995 that largely disappeared by 2005. Among African American students however, school discipline rates increased from 1991 through 2005. In an effort to determine whether the observed racial/ethnic differences in the likelihood that students would be disciplined could be explained by differences in key socio-demographic factors, we ran a series of logistic regression models in which these factors were statistically controlled. The results of these analyses did not explain away racial/ethnic differences in school discipline, suggesting that something other than differences in socioeconomic status helps to explain why students of color are, on average, more likely than White students to be punished in school.

In addition to these papers, work in progress focuses on patterns, trends, and socio-demographic correlates of substance use and delinquency across racial/ethnicity and gender.


The goal of this project is to increase the capacity of faith-based organizations to collaboratively design, implement, and evaluate non-school hour programs for children in Detroit. The purpose of the evaluation is fourfold:

1. To enable the Skillman Foundation to assess the effectiveness of its programmatic approach toward faith-based service delivery;
2. To assist the organizations that the Foundation funds as they seek to improve their programs and steward the Foundation’s resources;
3. To increase the capacity of the organizations to use their evaluation findings to improve their services, and
4. To promote shared learning among the key evaluation stakeholders.

Between 2001 and 2006, the Skillman Foundation invested over $4 million in the ACTS Initiative. This investment included $750,000 to build the organizational capacity of more than 80 churches.
and $2.7 million in grants to over 50 faith-based organizations to provide after school and summer programs.

As a result of the Foundation’s investment in the ACTS Initiative, over 4700 hours of capacity building was provided to individuals, congregations, and other faith- and community based organizations. More importantly, the number of children who were served over the course of the ACTS Initiative increased by 340%--increasing from 680 in the first year to 2292 in the fifth year. In total, the ACTS Initiative provided 8292 after school program slots for children in Detroit.

Over the course of the ACTS Initiative a number of important lessons were learned about building the capacity of congregations to collaborate for kids. Some of these lessons include the following:

• Congregations have tremendous human, financial, and physical resources that can be used to benefit children.
• Many congregations want to serve children beyond their own walls but in many instances they just do not know how.
• Congregations have to be taught and encouraged to “tell their story.”
• Collaboration among congregations, across theological, denominational, racial, and other lines is possible.
• Collaboration begins with people, not with organizations.
• Collaboration is a process, not an event.
• Collaborations of congregations are good places in which to invest financial resources to benefit children.
• Once congregations realize that they can accomplish more together than alone they will continue to collaborate.


Allegheny County is a national leader in formulating and implementing a collaboration-based jail inmate reintegration program called the Allegheny County Jail Collaborative. This unique human service system is co-chaired by the Director of the Department of Human Services (DHS,) the Warden of the Allegheny County Jail
(ACJ), and the Director of the Department of Health; it includes representatives from Jail Social Services, Allegheny Correctional Health Services (ACH,) and numerous DHS offices. The central goal of the collaborative is to increase former inmates’ likelihood of successful reintegration into community life and reduce recidivism by providing both in-jail human services to inmates and transitional reentry services to released inmates through referrals to community-based organizations. Major services include a highly regarded drug and alcohol treatment and education program, and programs for GED preparation and computer literacy; stress and anger management; parenting and other life skills; and vocational training.

The major purpose of this three-year study was to examine the extent to which the collaborative achieved its successful community reentry goals among released male inmates. Thus, the major outcome evaluation findings reviewed in this report include the following:

1. Inmate needs assessment (marketing perspective for inmate in-jail services);
2. Reintegration process—intermediary achievement among former inmates served by the collaborative (e.g., housing, employment, drug and alcohol abuse, physical and mental health); and

Classical experimental or clinical trails methods were not available in this study due to a well-founded ethical and legal requirement not to disrupt needed services to all participants in such studies. Therefore, the optimal empirically-sound methodology for this study was to gather and analyze multiple data sets:

1. ACJ Inmate Intake Survey Assessment: survey responses from men arraigned to ACJ during 2006; included demographic profile information prior to jail entry, perceived human service needs, recidivism history, and other related questions; (N=16,383; Black—51.7%; White—44.4%; and Other—4%).

2. ACJ Historical data set: records about inmates’ entry and exit jail dates during two periods: (a) pre-ACJ Collaborative intervention—1994 to 1997, N=33,487; and (b) post-ACJ collaborative intervention initiation—2003 to 2006, N=41,865; included length of jail time, repeat jail entry rate, and time period away from jail since release(s.)
3. Face-to-Face Interviews: an aggregate total of more than 600 interviews with 276 former inmates, at one-month, six-months, and 12-months post release; covered respondents’ community integration process and their assessment of services provided by the collaborative; Black (N=142; 51.4%) and White (N=134; 48.6%)

4. Focus Group Sessions—the study team conducted three focus group sessions with former inmates. Although focus group-based information should not be generalized, participants offered useful qualitative insights.

As major collaborative members, both ACJ and ACH were asked to share data related to collaborative services. Other collaborative members provided descriptive information regarding their program goals, services, and number of inmates served per year.

The collaborative’s generates impressive positive results including: (a) a significantly lower recidivism rates; (b) similar service benefits across racial groups; and (c) significant cost-savings. Specifically, major outcome findings are as follows:

1. At 12 months post-release, the collaborative inmates were achieving a significantly lower recidivism rate of 16.5% compared to the matched comparison group at 33.1%—a relative 50% lower recidivism rate;
2. In contrast to historical trends nationally and at ACJ, there were no statistically significant differences in the recidivism rate between Black and White collaborative inmate participants;
3. Allegheny County is saving over $5.3 million annually by the collaborative serving 300 inmates per year;
4. The greatest cost-savings generated by the collaborative are in the areas of public safety and reduced victimization among county residents; and
5. The cost-savings ratio is approximately six to one (i.e., for a one dollar investment to the collaborative, the cost-savings return is approximately six dollars.)

The findings shown above were derived using a cost-savings analysis strategy selected by the Urban Institute (Roman & Chalfin, 2006.) This strategy includes estimates of (1) cost of jail stay; (2) cost of processing offenders in the criminal justice system; (3) costs of crime victimization; (4) cost of providing services at the jail; and (5) cost savings associated with collaborative participants’ recidivism reduction. The differential recidivism rate was derived based on a stratified and matched sample group comparison method.

During the 12 months after release, intermediary process outcomes among collaborative inmates showed positive transitions to community life including: (a) higher enrollment in various community-based service organizations; (b) improved housing obtainment for both racial groups; and (c) increased employment rates among former White offenders. Other areas that remained relatively unchanged (but did not significantly deteriorate) included drug and alcohol usage rate, Black employment rates, and mental and physical health treatment needs.

A full report detailing the study and its findings is available on the center’s website.

## Internally-funded Projects

### Pilot projects

In each of its first five years, the center made a university-wide announcement requesting proposals for pilot research projects. When evaluating the proposed projects, emphasis is placed on the overall value of the project to the center’s goals, the scientific merit of the research, the likelihood that the work will lead to scholarly publication, and the potential for substantial external funding of subsequent studies.

One new pilot study was funded in January 2007.

**Carol Anderson, Evangeline Holmes, Kathleen Hunt, and Sheryl Strothers, Community Opinions Contributing to Use of Mental Health Services for African Americans.**

This pilot study examines the specific views of low-income African American community members about mental illness and mental health services in order to develop less stigmatizing interventions appropriate for use in minority communities. The pilot will be conducted with Family Services of Western Pennsylvania (FSWP), the community-based mental health agency that is participating in a larger overall academic/community collaboration to improve clients’ engagement, prevent treatment drop-out, enhance treatment outcomes, and increase clients’ satisfaction. The work is based on literature reporting that low income and marginalized minorities experience a multitude of health problems (Snowden, 2001), have rates of mental disorders are at least as high as whites, and are disproportionately exposed to higher rates of stress by living in low income communities with high rates of violence, financial problems, unemployment, and relationship difficulties (Kessler & Neighbors, 1986; Robins & Regier, 1991), and have overall higher rates of both physical and mental health problems than the general population (DHHS, 1999; Durant et al., 1995; Edlund et. al, 2002; Williams & Collins, 1995; Kessler et al, 1999). The association between lower socioeconomic status and mental illness is not completely understood, but the combination of greater stress in the lives of the poor, greater vulnerability to a variety of stressors, and lack of access to relevant services could explain a high incidence of some mental disorders. These factors may be exacerbated by the experiences of African Americans who do seek mental health care who frequently report negative experiences characterized
by misdiagnosis, culturally insensitive therapists, and a resultant high rate of premature drop out (Anderson et al, 2006; Chung & Snowden 1990; Parham 2002; Sue & Sue, 1999; Snowden 2001; Ward, 2005; Ward & Bernstein 1991). Given that African Americans represent 12% of the US population, or 33.9 million people (2001 census), our failure to address their mental health needs constitutes a major public mental health problem.

This study was designed to lay the groundwork for attempts to bridge the gap between service needs and service delivery to low-income African Americans by accumulating data that will help services to be defined in ways that actually meet their needs rather than seeking to find ways to shoehorn them into existing services. Rather than making assumptions based on the research literature, we hope to provide direct insight into why many low income African Americans do not even consider mental health services as one way of coping with the problems they experience. The focus will be on gaining an initial understanding of how mental health care is perceived, how the community reacts to those who appear to have a mental health problem, and what they believe would make it more likely that low income African Americans in need would use services. Specifically, standardized instruments, in-depth ethnographic interviews, and focus groups will be used to:

• Determine community attitudes and perceptions about mental illness and mental health services that influence mental health treatment participation among 100 consecutively consenting low-income African Americans in East Liberty and New Kensington.
• Identify African American patterns of help seeking from alternative sources outside the mental health system in times of trouble.
• Determine how African American community members see the potential personal and social costs and benefits to seeking mental health care.

The resulting data will be used to design and evaluate mental health services that could be more relevant, more engaging, and more effective for African Americans seeking service in the collaborating agency and similar community mental health centers. Finally, the data will be used to design a larger study of the effectiveness of engagement and treatment strategies specifically targeted to low income African Americans.
Several pilot studies were on-going in 2006-2007 and are updated below.

Charlotte Brown, Valire Carr Copeland, Nancy K. Grote, and Kyaien Conner, *Depression Stigma, Race, and Treatment Seeking Behavior and Attitudes*. Additional funding from the University Center on Social and Urban Research and the Office of the Vice Provost for Research.

This pilot study examines the relationship between stigma and treatment-related behaviors and attitudes in adults with depression. The major focus of this research is to examine the impact of both perceived public stigma and internalized stigma on treatment-related behaviors and attitudes (e.g., current treatment for depression, intention to seek treatment for depression, attitudes toward depression treatment). The analyses will determine the mediating or moderating effects of internalized stigma on the relationship between perceived public stigma and mental health treatment-related behaviors and attitudes. In addition, researchers will examine whether their effects differ by race (African American versus White) and age (<65 versus 65+). This research should refine conceptual understanding of how stigma affects mental service utilization in adults with depression. Researchers also intend to identify modifiable factors that can be the target of clinical and community-based interventions to reduce depression stigma and increase treatment utilization for depression, particularly in African Americans. Data collection is complete and data analyses are underway. In addition, a concept paper entitled “The Conceptualization of Stigma: Public Stigma, Internalized Stigma, and Race” is currently under review.

Sara Goodkind, Jeffrey Shook, Michael Vaughn, and Latika Davis-Jones, *Youth Reentry Experiences from Juvenile Justice Placement: A Qualitative Pilot Study Exploring Race, Gender, and Service Needs*.

Youth exiting justice system confinement are experiencing two simultaneous transitions – from placement to the community and from childhood to adulthood (Altschuler & Brash, 2004; Sullivan, 2004). This dual transition makes the challenge of reentry arguably more difficult for young people than for their adult counterparts (Mears & Travis, 2004). Further, juveniles constitute a substantial proportion of those exiting U.S. justice system placement each year — approximately 100,000 out of 700,000 (Snyder, 2004). Youth of color are overrepresented among those in placement, and thus among those exiting placement as well. The disproportionate confinement of African American youth is particularly problematic in Pennsylvania, where custody rates of African American youth are ten times those of White youth (Sickmund, 2004). We know that almost two-thirds of youth exiting placement have had a prior juvenile justice placement (Sickmund, 2005), and studies suggest
that around half of them are likely to return to the juvenile system (Bullis et al., 2002), or, as they age, show up in the adult system. Beyond tracking rates of recidivism, however, there is very little research on youths’ reintegration experiences, and virtually none on the effects of race and gender on such experiences. The goal of this pilot study is to facilitate the development both of knowledge of juveniles’ reentry experiences, and of tools with which to assess and understand these experiences, through the achievement of two specific aims:

• Develop instruments and hypotheses for assessing youths’ diverse reentry experiences and post-incarceration outcomes in a broad range of areas, including but not limited to justice system involvement, education, employment, housing, relationships with family and peers, social integration, mental and physical health, substance use, and community-level social processes.
• Understand differential experiences of youth by race and gender through an interactional approach that considers the effects of race and gender simultaneously.

The ultimate goal of this research is to provide information necessary for the improvement of services and supports available to youth and their communities before, during, and after justice system involvement, and thus to decrease justice system involvement and facilitate positive post-incarceration outcomes. This project currently is under review by the Institutional Review Board.

Fengyan Tang, Racial Disparities in Volunteer Experience and Subsequent Health

This study was conducted between January 2006 and April 2007. The specific aims of this study were to:

• Describe the racial distribution in volunteer programs that use older adults in a sample of older volunteers in Pittsburgh
• Examine whether there is difference in health associated with volunteering between White and African-American older volunteers
• Examine whether there is racial difference in perceived benefits from volunteer experience and organizational support in volunteer role performance

A survey questionnaire was completed by 194 adults aged 50 and older in the city of Pittsburgh. First, four senior centers with volunteer programs and a volunteer program sponsored in a hospital were identified and the directors were approached. Four of them agreed to participate and signed the agreement letter. After receiving approval from the Institutional Review Board, we implemented two surveys among volunteers and non-volunteers separately. The targeted sample size was 100 for each group. These volunteer programs relied heavily on older adults to tutor school children, provide general office services, register patients for surgery, serve congregate lunches, or assist in adult day care, activity program, and other programs. We asked volunteer program directors to distribute self-administered surveys to all of their current volunteers (N = 146.)
Of the 146 surveys sent out between May and October 2006, 94 completed surveys were returned for a response rate of 64%.

In addition, participants in some activities and programs hosted within the senior centers were approached to participate in the research. A total of 104 subjects were recruited among numerous, mobile participants in senior centers. They were identified as non-volunteers as they reported no volunteering in the past 12 months. For these subjects, a trained research assistant distributed survey questionnaires and collected them back once the respondents completed the survey in the presence of the research assistant. These respondents were asked about their participation in senior center activities, their reasons for not volunteering, and about their other social and physical activities. Each respondent in both sample groups received a $10 gift card for their participation in the surveys. Out of a total of 198 returned surveys, we screened out 4 because the respondents were below age 50 at the survey time.

A brief report was been sent to the volunteer program directors and two manuscripts have been sent for consideration of publication in two journals:


Michael Vaughn, Jeffrey Shook, and Sara Goodkind, Multilevel Characteristics of Incarcerated Youth and the Role of Race.

Although rates of crime and violence have fallen over the past decade (Blumstein & Wallman, 2000; Levitt, 2004; Rosenfeld, 2004), there has been a significant rise in the number of Americans who are incarcerated, including juveniles (Sickmund, 2004). Policy and practice disputes continue unabated with respect to the disposition of youthful offenders. These disputes, however, persist with little empirical information about the characteristics and social circumstances that surround incarcerated youth. Given racial disparities in incarceration (Blumstein, 1993, Miller, 1996; Tonry, 1995), policy decisions need to confront the role that race
plays in this phenomenon. Thus, the present study proposes to begin the process of addressing the chasm between juvenile justice policy and practice on the one hand and the scientific realities of incarcerated youth on the other. Specific aims of the investigation are to:

- Describe the patterns of demographic, individual, behavioral (e.g., prior offending, substance use, possession, and distribution of drugs), situational (e.g., differential access to private places), and sociocultural contextual influences (e.g., perceptions of neighborhood disorder) among a sample of incarcerated youth (ages 13-17).
- Compare racial groups across a range of measures and assess the properties of instruments with regard to their reliability and appropriateness.
- Identify distinct characteristics and variables that will facilitate the testing of key hypotheses and inform the direction of future studies.

This project currently is under review by the Institutional Review Board.

**Raymond Jones, Race and Perceptions of Sportsmanship.**

Previously, Herbert D. Simons argued in the International Review for the Sociology of Sport (2003) that the sportsmanship code contains inherent racial biases that place African American athletes at a disadvantage relative to whites. Often penalties for action or behaviors that are considered “unsportsmanlike” are inconsistently applied across racial groups. Both verbal as well as non-verbal behaviors in a sports context are interpreted within the prevailing social context. Actions labeled as taunting, trash-talking, excessive celebration, dunking, and inciting spectators are both external to the focus of competition within the specific sport (e.g., basketball, football) and judgments of these behaviors are quite subjective. This project will test Simons’ assertion that the sportsmanship code is racially biased. This phenomenon not only impacts the effectiveness of an individual athlete’s performance during a game, but also the evaluation of that player as a “leader,” “role model,” or “team player.” These types of biased judgments can impact drafting position and especially revenue generated from product endorsement. Data collection from nearly 100 subjects is complete. The next steps are to begin data analysis (a correlation analysis) and prepare initial reports on our findings.
Audrey J. Murrell and David Porter, Howard University/UCLA, Seeing is Believing: Perceptions of Support and Career Outcomes Among African American Employees.

We explore the idea that among African American employees, personal experiences, career progression and the firm’s actions in the external environment are each critical to understanding how perceptions of support are formed. Our idea is that for African Americans, perceptions of support are triggered by unique experiences and observations and must be examined separately from the experiences of other racial/ethnic groups. To answer these key questions, we used a web-based survey of African American employees from a diverse set of organizations across the country. Our web survey included questions about perceived support, firm-employee relationships, satisfaction with one’s job, commitment to the organization and citizenship behavior. To date, we have collected responses to our survey and data analysis is underway. A working paper is being prepared for submission to an annual management conference and submission for publication during the spring of 2008.

Valire Carr Copeland, African American Adolescents’ Beliefs about Mental Health, Mental Illness, Mental Health Treatment, and Mental Health Treatment Outcomes.

This study examines the beliefs of African American (AA) adolescents about mental health, mental illness, mental health treatment, and mental health treatment outcomes. Knowledge of AA adolescents’ understanding of the processes of causation, prevention, and treatment of mental illness is needed to help mental health professionals and educators work more effectively with these youth. This knowledge can also help parents in developing more effective parenting skills. Parents, mental health providers, and educators might communicate more effectively with adolescents if they know more about the adolescent’s conceptualization of mental illness and treatment. The client perspective is also critical in developing services that are responsive to client needs and enhance treatment engagement and retention.

The purpose of this exploratory study is to collect data from AA adolescents (aged 11-17 years of age, presenting for treatment in an adolescent primary care clinic) regarding beliefs about mental health, mental illness, mental health treatment, and treatment outcome. This study uses both qualitative and quantitative methods for data collection and analysis.
Finally, one other internally-funded project is under way:


The goal of this project is to collect and compile the best instruments for measuring intraracial phenomena such as racial self esteem, racial identity, and acculturation and interracial phenomena such as racial prejudice and conflict. Thus far researchers have collected almost 100 of these scales. They have written brief abstract/description of each scale’s purpose, intended audience, prior usage, and psychometric properties. Permission to reproduce these scales has been obtained from their respective authors. The project should be completed this academic year.

Projects in Development


Borderline personality disorder (BPD) is a complex and disabling disorder that presents significant challenges for service delivery in drug and alcohol treatment services, other behavioral health care, and the criminal justice system. One of the central features of BPD is ongoing dysregulation of emotion, particularly negative affect, which can lead to self-harming behavior and may be one of the core processes producing an increased risk of violence toward others in those with BPD. Although advances have been made in the treatment of repetitive self-harm in BPD, little treatment development effort has been directed toward addressing the problem of repetitive violence toward others in individuals.

The specific aims are:

- To describe AA adolescents’ beliefs about: (1) mental health problems; and (2) mental health treatment.
- To describe the coping strategies used by AA adolescents to manage mental health issues/concerns.
- To describe the social and environmental factors that influence adolescent beliefs about mental health, mental illness, mental health treatment services, and mental health treatment outcomes.
- To identify modifiable factors that can be used to improve the provision of mental health services for adolescents.

This research has received Institutional Review Board approval and the investigator is now in the process of implementing the project in the Out-Patient Adolescent Clinic at Children’s Hospital of Pittsburgh. During the next nine months data collection will be completed and analyzed.

Buchanan Ingersoll & Rooney Fall Speaker Series, December 2006, (from left to right) University of Pittsburgh Assistant Chancellor and Secretary of the Board of Trustees Jean Ferketish, CRSP Associate Director Ralph Bangs, Esther Bush, and Larry E. Davis.
with BPD including those who also have substance use problems. Building on their prior work developing a reliable and valid measure of emotion dysregulation, the proposed study lays the groundwork for developing an intervention for reducing repetitive violence toward others in individuals with BPD and substance use problems.

The study will interview 126 individuals with BPD, using structured and semi-structured instruments to assess the constructs of interest. First, researchers will examine whether emotion dysregulation elevates risk for violence and influences two of the most robust established risk markers for future violence—substance use and psychopathy. If supported, this establishes empirical justification for expecting that an intervention targeting emotion dysregulation will have a sizable effect on involvement in violence. Second, researchers will examine the potentially moderating influences of race and gender on the relationship between emotion dysregulation and violence and identify the types of situational contexts that trigger such incidents. This provides guidance about whether specialized interventions for different high risk groups are needed. Finally, researchers will address feasibility issues by soliciting consumer input regarding factors that may enhance or undermine the likelihood of successfully recruiting, engaging, and retaining repetitively violent individuals with BPD and substance use problems in psychosocial treatment. The information gained from this project will be used to support and guide an R21 application to develop and test a culturally competent violence reduction treatment for repetitively violent patients with BPD and substance abuse problems.
Pittsburgh’s Racial Demographics: Differences and Disparities

In June 2007 the center released *Pittsburgh’s Racial Demographics: Differences and Disparities*, the most comprehensive study ever done on quality-of-life issues for multiple racial and ethnic groups in Pittsburgh—African Americans, Asians, Hispanics, and Whites.

The data focus on family issues, education, economic conditions, intergroup relations, mental health, and criminal justice, and compare Pittsburgh, Allegheny County, and the Pittsburgh Metropolitan Statistical Area to the United States.

The information in the report will go a long way toward helping us as a community plot strategies, make policy decisions, and, in the process, potentially improve the quality of life for our fellow citizens, irrespective of race.

It is our hope to update this report every three years, particularly if the US Census Bureau’s American Community Survey (which is designed to replace the decennial census) produces regular, reliable data by race for cities, counties, and regions.

The report is available for download in pdf format at our website: www.crsp.pitt.edu/demographics.html.

Racial Disparity in Mental Health Services: Why Race Still Matters

Haworth Press will publish a collection of papers by center-associated faculty as a special issue of their journal *Social Work and Public Health*. “Racial Disparity in Mental Health Services: Why Race Still Matters” was edited by Ralph Bangs, Ed Ricci, and Larry E. Davis. Haworth will also publish the collection as a book with the same title.

The authors, both academics and practitioners, bring diverse perspectives to the topic of why race matters and how it affects and is affected by social policy. This project is motivated by the belief that collecting data and understanding racial and ethnic differences are necessary for all groups to have equal opportunity to fully participate in and benefit from American society.

The articles demonstrate that race matters in a variety of areas. The authors address mental health issues as well as racial identity, intergroup relations, education, socioeconomic and environment conditions, health, substance abuse, services for the elderly, and methodological issues relating to race research. A
number of populations are featured including preschool children, adolescents, working-age adults, and the elderly as well as African Americans, minorities in general, and females and males. Finally, each article also considers social policy implications.

The articles and authors are:

- **Culture and Race in Provider-Client Relationships**, Janet Schofield, Lu-in Wang, and Pat Chew
- **Depression in African American and White Women with Low Incomes: The Role of Chronic Stress**, Nancy K. Grote, Sarah E. Bledsoe, Jill Larkin, and Charlotte Brown
- **African American Consumers’ Perceptions of Racial Disparities in Mental Health Services**, Christina E. Newhill and Daniel Harris
- **The Need to Adapt Standardized Outcomes Measures for Community Mental Health**, Catherine G. Greeno, Courtney Colonna-Pydyn, and Martha Shumway
- **Lessons Learned: The Unintended Consequences of Policy Decisions Affecting Maternity Services for Pittsburgh’s African Americans**, Carolyn Carson
- **Disparities in Health Status and Health-Service Utilization Among Hispanic Ethnic Subgroups**, Ravi K. Sharma, Kathleen A. McGinnis, and Patricia I. Documèt
- **Ways with Children: Examining the Role of Cultural Continuity in Practices and Beliefs About Working with Low-Income Children of Color**, Eva Marie Shivers, Kay Sanders, Alison Wishard, and Carollee Howes

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*Race and Mental Health Summer Institute, July 2007, (from left to right) King Davis, Harold Neighbors, Charlotte Brown, and Arthur Whaley.*
Journal Articles


**Book Chapters**


**Encyclopedia Entry**


**Opinion-Editorials**


**Report**


**Whitepapers**

The Cost-effectiveness of High School Education Programs for African Americans and Latinos, R. Bangs.

Interparental Relations, Parenting, Maternal Depressive Symptoms, and Child Behavior in Black, Single-Mother Families with Low Income, S. Spjeldnes.

A Conceptual Scheme for Program Optimization through Evaluation: Tadiso Experience, H. Yamatani.

Lecture Series

The center hosts a monthly series of lunchtime lectures during the academic year. These lectures provide an opportunity for faculty, students, and community members to engage in race-related discussions of mutual interest.

CRSP is pleased to have the support of two major Pittsburgh law firms, Buchanan Ingersoll & Rooney PC and Reed Smith LLC. These firms have sponsored the speaker series since from September 2004 and recently re-committed to another three years of support.

The center thanks these firms for recognizing the importance of race in our society, the necessity of developing real-world solutions to our country’s defining social problem, and the value of sharing knowledge and engaging in dialogue on these issues.

The fall series is sponsored by Buchanan Ingersoll and Rooney. In fall 2006 the speakers were:

- Mr. Mark Roosevelt, Superintendent, Pittsburgh Public Schools, *The Intersection of Race and Educational Opportunity and Achievement*.
- Dr. Megan Sweeney, University of California at Los Angeles Department of Sociology, *Race, Ethnicity, and Divorce in the United States: What Do We Know?*
- Dr. Douglas Massey, Princeton University Department of Sociology, *Segregation, the Concentration of Poverty, and Racial Stratification in the United States*.

The spring series is sponsored by Reed Smith. In spring 2007 the speakers were:

- Mrs. Doris Carson Williams, President, African American Chamber of Commerce of Western Pennsylvania, *The Problem When Race Matters*.
- Dr. Ariane Chebel d’Appollonia, Associate Senior Researcher, Center for the Study of Politics, Sciences Po, Paris, *Immigration and Racism in Europe: Old Prejudices, New Challenges*.
- Dr. Kathryn Neckerman, Associate Director, Columbia University Institute for Social and Economic Research and Policy, *The Time Tax: Race and Spatial Equity in New York City*.
- Dr. Elijah Anderson, Day Distinguished Professor of the Social Sciences and Professor of Sociology, *Poor, Young, Black, and Male: A Case for National Action?*
Summer Institutes

In 2007 the center hosted summer institutes for the second year, one on mental health and one on school discipline. In addition, the center co-sponsored with Pitt's School of Law an institute on diversity in the legal profession. Each one-day institute was attended by approximately 50 people—practitioners and clinicians, doctoral students and faculty researchers, school district and mental health administrators, and attorneys from the private and public sectors. The overall goals of our institutes are to examine the current state of knowledge in each field, to identify research questions that need to addressed, to identify state-of-the-art research methods, and to promote collaborative research. The institutes were built around presentations by national and local experts, each followed by a question-and-answer period, and the mental health and legal profession institutes concluded with panel discussions.

Detailed reports on each institute are available at www.crsp.pitt.edu/institutes.html.

“Racial and Ethnic Disproportionality in School Discipline” featured the following presentations:

- Russell Skiba, Professor in Counseling and Educational Psychology, Indiana University at Bloomington School of Education—Overview: Racial/Ethnic Issues in School Discipline and Comprehensive Disciplinary Approaches
- John Wallace, Associate Professor, University of Pittsburgh School of Social Work and Sara Goodkind, Assistant Professor, University of Pittsburgh School of Social Work—Racial/Ethnic and Gender Differences in School Discipline Among High School Students: 1991-2005
- Pedro Noguera, Professor of Teaching and Learning, New York University School of Culture, Education, and Human Development—Racial/Ethnic Problems in School Discipline and Solutions
- Linda Raffaele Mendez, Associate Professor in School Psychology, University of South Florida College of Education—School Discipline in Ecological Context and Actions to Reduce Disparities
- Monique Dixon, Senior Attorney, Advancement Project, Washington, DC—Lessons from the School Discipline Reform Project

Mark Roosevelt, Buchanan Ingersoll & Rooney Fall Speaker Series, September 2006.
“Race and Mental Health” featured:
  • King Davis, Professor in Mental Health and Social Policy and Director, Hogg Foundation for Mental Health, University of Texas—Overview of National Statistics on Race and Mental Health
  • Charlotte Brown, Associate Professor of Psychiatry, University of Pittsburgh School of Medicine—Overview of Local Conditions
  • Harold Neighbors, Professor in Health Behavior and Health Education, University of Michigan School of Public Health—Epidemiology of Depression
  • Walter Smith, Jr., Executive Director of Family Resources of Pennsylvania—Trauma and Mental Illness in Women of Color: Implications for Practice
  • Arthur Whaley, Visiting Scholar, Russell Sage Foundation—The Role of Cultural Mistrust in African American Mental Health

“Attracting, Retaining, and Advancing Law Students and Lawyers of Color in the Pittsburgh Region” featured presentations grouped by subject. Speaking on Challenges Facing the Legal Profession were:
  • Peter Alexander, dean of Southern Illinois University School of Law
  • Arin Reeves, president of The Athens Group
  • Eugene E. Harris, diversity coordinator for the Allegheny County Bar Association

The topic Best Practices for Recruiting and Mentoring was addressed by:
  • Helise Harrington, partner and director of diversity at Sonnenschein, Nath and Rosenthal in New York
  • Cathy Bisson, director at Cohen and Grigsby in Pittsburgh
  • Carl Cooper, consultant and former director at Reed Smith in Pittsburgh

The day ended with a panel discussion—Creative Ideas for Moving Forward:
  • Sandra Jordan, Professor, University of Pittsburgh School of Law, panel moderator
  • Michelle I. Ritter, Corporate Counsel, PPG Industries, Inc.
  • Marilin Martinez-Walker, Associate, Thorp Reed & Armstrong LLP
  • Kevin Deasy, Associate Dean of Students, University of Pittsburgh School of Law
Mentoring

The center has one full-time postdoctoral fellow. Our current fellow is Solveig Spjeldnes; she is responsible for research activities to support Dr. Yamatani and other CRSP researchers analyzing data and preparing manuscripts for refereed journal publication as well as assisting with research grant applications. She also conducts her own scholarly research and policy analyses focused on influences that affect the well-being of low-income African American children.

In the past year, more than a dozen graduate and undergraduate students have been employed on center-sponsored research projects. These students have come from the School of Social Work and across the university.

Living-Learning Community: The Research Experience

In partnership with the Office of Residence Life, the center co-sponsors one of the university’s Living Learning Communities. As a part of the university’s Competitive Edge Program, LLCs are special floors in the residence halls where small groups of students with similar interests work on projects beyond the classroom.

The CRSP-sponsored LLC in 2006-2007 is called The Research Experience. A dozen undergraduate students were each paired with a CRSP faculty associate to work on social science research projects, thus gaining experience and knowledge in the design and execution of programs of research, grant-writing and funding sources, and writing and publishing research findings.

The projects and faculty mentors were:

- Allegheny County Jail Collaborative Evaluation, Hide Yamatani
- Ethnic Identity & Epistemology, Jane Elizabeth Pizzolato
- Legal Socialization of Children and Youth, Jeffrey Shook
- Minority Access to Prime Contracts at Pittsburgh Public Schools, Ralph Bangs and Audrey Murrell
- Multidimensional Characteristics of Incarcerated Youth and the Role of Race, Michael Vaughn
- Practicing Safety: Preventing Child Neglect and Abuse, Diane Abatemarco and Edmund Ricci
- Seeing is Believing: Perceptions of Support and Career Outcomes Among African American Employees, Audrey Murrell
- Solutions to America’s Race Problems, Ralph Bangs
- Teacher-Student Relationships Across the Racial Divide, Joan Vondra
- Youth Reentry Experiences from Juvenile Justice Placement: A Qualitative Study Exploring Race, Gender, and Service Needs, Sara Goodkind
Study Abroad Course: Race Relations in France

In March 2007 Ralph Bangs, associate director of CRSP, took students to Paris for eight days during Pitt’s Spring Break to study race relations in France. This one-credit course included readings on race relations in France, attending a seminar by a visiting professor at Pitt (Ariane Chebel d’Appollonia) who spoke about racism in Europe and France, and the trip to Paris.

While in Paris the group met at the offices of three leading experts on race relations: Patrick Weil, director of research, Centre d’histoire sociale du XXe siècle, Professor Catherine de Wenden, Sciences Po, and Professor Patrick Simon, Institut National d’Etudes Demographiques.

They also met with Professor Sophie Body-Gendrot, director of the Center for Urban Studies at the Sorbonne, and her urban studies class. After the class, they received a tour of the Sorbonne. All meetings were in English.

As a result of the readings and meetings with experts, the group learned that:
- Low-income minorities live in the suburbs of Paris whereas in America they live primarily in the central cities
- The French government does not recognize race and ethnicity in France
- The government has not tried to integrate minority populations into French society, although half of the country’s minorities have successfully integrated on their own
- Most Muslims in France do not see a conflict in being Muslim and living in a modern society
- Many minorities in France experience much discrimination but the government does not recognize it and most French are unaware of subtle forms of discrimination
- 40% of minority youth are unemployed
- Teachers are required by French law to teach only good aspects of colonialism and French history
- Experienced teachers and police often transfer out of suburban areas as soon as they can because of the difficulties of serving disadvantaged youth
- Police might ask minorities five times a day in the suburbs to see IDs
- Minority and immigrant youth have high incarceration rates
- Minority girls much more than minority boys get into and graduate from universities
The group also learned about solutions to race problems in France, including:

- Investigating police treatment of minorities and immigrants
- Enforcing more of the anti-discrimination and equality laws
- Providing education in schools about race
- Borrowing the Texas policy of admitting the top 10% of each high school class into college
- Expanding the Sciences Po program of giving a separate exam to minority students, letting high school teachers select best minority students for university study, providing tutoring, and offering internships locally and abroad
- Allowing minority youth to go to schools other than in their neighborhood.

### Summer Course

Each summer, the center sponsors a graduate-level course through the School of Social Work. Special Topics: Race and Social Problems covers all six of the center’s areas of focus and is taught by center Associate Director Ralph Bangs.

### Student Paper Award

The center solicits papers addressing contemporary race-related social issues in an annual university-wide competition for students of all disciplines. The award is an honorarium of $500. Students are encouraged to work with faculty to publish the winning papers in appropriate journals.

For the first time in 2007, awards were given at both the graduate and undergraduate levels. Hyunzee Jung, a doctoral student in School of Social Work, was chosen for her paper Stigma of Disadvantaged Socio-Economic Status and Its Effect on Life Satisfaction and Psychological Distress. She was sponsored by School of Social Work Associate Professor John Wallace. Weilu Tan, a College of Arts and Sciences Junior triple-majoring in Political Science, Economics, and Japanese, was chosen for her paper Race, Immigration, and the Paris Riots of 2005. She was sponsored by Department of History Lecturer Anthony Novosel.

We would like to thank the faculty members who served as reviewers in this year’s award: Ralph Bangs, Helen Cahalane, Valire Carr Copeland, Angel Foster, So’Nia Gilkey, Catherine Greeno, Srilatha Juvva, Julie McCrae, Audrey Murrell, Christina Newhill, Solveig Peters, Tracy Soska, Michael Vaughn, Joan Vondra, John Wallace, and HideYamatani.

Megan Sweeney, Buchanan Ingersoll & Rooney Fall Speaker Series, October 2006.
**Staff**

Larry E. Davis, PhD, director
Ralph Bangs, PhD, associate director
Michael Newman, administrative assistant
Megan Soltesz, finance and business manager,
School of Social Work

Hide Yamatani, PhD, MBA, associate dean for research, School of Social Work
Solveig Spjeldnes, postdoctoral fellow

**Faculty Associates**

Faculty Associates are those who have received funding through CRSP for research projects, regularly participate in or chair a RAP group, or authored a paper in our issue of Social Work and Public Health.

Carol Anderson, Psychiatry
Andrew Blair, Office of the Provost
Betty Braxter, Nursing
Charlotte Brown, Psychiatry
Deborah Conway,
Community College of Allegheny County
Phyllis Coontz, Public and International Affairs
Valire Carr-Copeland, Social Work
Jaime Delaney, Education
Willa Doswell, Nursing
Sara Goodkind, Social Work
Nancy Grote, Social Work
Ray Jones, Business
Kevin Kim, Education
Gary Koeske, Social Work
Aaron Mann, Social Work
George McClomb, Social Work
Audrey Murrell, Business
Erik Ness, Education
Christian Newhill, Social Work
Helen Petracchi, Social Work
Jane Pizzolato, Education
David Porter, Howard University and UCLA
Daniel Rosen, Social Work
Janet Schofield, Psychology and Learning
Research and Development Center
Jeffery Shook, Social Work
Fengyan Tang, Social Work
Jerome Taylor, Africana Studies
Michael Vaughn, Social Work
John Wallace, Social Work

**Research Assistants**

Eun Hee Choi, Social Work doctoral student
Kyaien Conner, Social Work doctoral student
Monique Constance-Huggins, MPA, Social Work doctoral student
Latika Davis-Jones, Social Work doctoral student
So’Nia Gilkey, Social Work doctoral student
Haleigh Hanlon, Social Work doctoral student
Grace Heo, Social Work doctoral student
Vanessa Mayers, Social Work doctoral student
Jayashree Mohanty, Social Work doctoral student
Rajit Patel, Public and International Affairs graduate student
Kobie Pruitt, Business Administration bachelor’s degree student
Jervonne Singletary, Public and International Affairs graduate student
Lindsey Smith, Social Work doctoral student
Jennifer Thornton, BA
Melissa Walawender, Business Administration bachelor’s degree student
Elana Woolf, Arts and Sciences bachelor’s degree student
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The Sloan Foundation

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The University of Pittsburgh Center for Social and Urban Research

The University of Pittsburgh Office of Student Life

The University of Pittsburgh Office of the Vice Provost for Research

The University of Pittsburgh Office of the Vice Provost for Undergraduate Studies

Gwendolyn J. Elliott

This year we mourn the passing of Gwendolyn J. Elliott, one of our region’s outstanding advocates for the rights of women, children, the elderly, minorities, and crime victims.

She was the first black female commander in Pittsburgh’s Police Department, one of the founders of the Center for Victims of Violence and Crime, and the founder of Gwen’s Girls, the county’s first nonprofit group to focus on the needs of at-risk girls and teens.