From the President
Celebrating Many Changes, Structural Growth, and Strategic Planning
Susan McMahon
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DePaul University

As President of SCRA, I hope to support and build upon all of the many exciting initiatives that are already taking place within SCRA, as well as to facilitate new growth and development of our mission-driven organization. SCRA has long been my professional home - it is hard to imagine a more committed, values-driven, action-oriented group of people who are engaged in ground-breaking research, practice, and education to create positive change in our world. Whenever I am with SCRA colleagues and students, I am reminded how easy it is to form new rewarding relationships, reconnect with old friends, and discuss important issues – I believe this is due in part to our shared values and genuine interest in people and their well-being.

I wanted to share a few highlights from our recent APA Convention in Denver in terms of awards and our business meeting. Several awards were given at APA, including Sam Tsemberis (APA Distinguished Professional Contributions to Independent Practice), John Moritsugu (Presidential recognition), Ruth Hollman (Distinguished Contributions to Practice), Brad Olson (Special Contribution), Stephanie Riger (Division 35 Carolyn Wood Sherif Award), and Sarah Reed (Emory Cowen Dissertation Award). In addition, the APA and SCRA Fellows Committees recognized Nicole Allen, Anne Brodsky, and Joy Kaufman as fellows of APA. I was inspired by Ruth Hollman’s invited talk, where she enumerated many strategies that set her organization’s work apart from others, making such a difference in the lives of severely mentally ill participants. When she hears “think outside the box”, she says “which box?” In our creative approaches to promoting positive change, we may work within and outside of many of these boxes, lines, or circles that guide our work. In our business meeting, strategic planning was a focal point, as well as new ideas to further improve SCRA and contribute to a successful political election. A big thank you to Tiffeny Jimenez and Chiara Sabina for coordinating the SCRA program at APA – they did an excellent job!

We are in the midst of our annual cycle of change, and for starters, we have just initiated changes in our Executive Committee. We welcome new EC officers and representatives: Yolanda Suarez-Balcazar (President-Elect), Elizabeth Thomas (Secretary), Melissa Strompolis (Member-at-Large), Scot Evans (Regional Network Coordinator), Ray Legler (Council of Education Programs), Nicole Freund (Practice Council), Anne Bogat (Publications Committee Chair), and Jaimelee Behrendt-Mihalski (National Student Representative). We sincerely appreciate the time, energy, and contributions of the people cycling off the EC: Bret Kloos, Stephanie Reich, Tiffeny Jimenez, Gina Langhout, Brian Christens, Olya Glantsman,
Meg Bond, and Meagan Sweeney – all of you make us stronger as an organization. Thank you so much for your outstanding service, and we hope that you will find ways to continue to be involved in meaningful ways with SCRA.

Other important areas of change and transition are abundant in our administrative structure and personnel. We thank Victoria Scott for her leadership as Administrative Director (AD), and we are excited to be working with Jean Hill (jeanhill@scra27.org) as our new AD, a natural role for her given her service in so many other leadership roles within and outside of SCRA. We have also recently welcomed Peter Benedict as Outreach and Communications Specialist (pbenedict@scra27.org). Given we have now strengthened our administrative support team to 4 part-time staff, we are now able to manage our membership database and renewals, so we have said good-bye to AMC Source. This structural administrative change will enable us to better monitor and grow membership, as well as save resources. We are the strongest we have ever been in terms of administrative support, and we believe these supports will help us make significant progress in growing our organization, achieving our goals, and implementing our strategic plan. Now, a little bit more about our strategic plan.

This figure illustrates the frame of the strategic plan. The values of SCRA are foundational to the strategic framework and inform the way we go about our work. As capacities are improved across the five strategic priority areas, SCRA is better able to support the activities (research, education, practice, and policy) of our members and partners to enhance SCRA’s global impact.

Our strategic plan presents five (5) strategic priority areas:
More information about the development, processes, objectives, and strategies related to the strategic plan can be found at http://www.scra27.org/who-we-are/scra-strategic-plan/. I invite you to join me in finding meaningful roles within SCRA – if you have interest in becoming involved, whether through a committee, council, strategic plan, interest group, biennial, or elected office, please let me know at smcmahon@depaul.edu. I will ensure you get linked up with the appropriate person or group to become part of this important process. This is an exciting time to get involved, and I look forward to working with you over the next year through SCRA!

From the Editors
Daniel Cooper and Tiffany McDowell
Adler University, Chicago

As the season changes to fall we are mindful of all of the turbulence, hope, and fears that come with an election season where the future of the U.S. hinges on two very different visions. This edition of the Community Psychologist highlights the ways in which SCRA and its work is at the epicenter of some of the most important issues facing the country. The Public Policy column shows us just how applicable community psychology theory and action is to the issue of policing, and more specifically, police-community interactions. Our president, Susan McMahon, reminds us of all the ways SCRA is evolving in strategic ways to continue to position the field to be relevant to our political challenges and realities. In many ways our national election is about attitudes toward diversity, tolerance, and multiculturalism. The Committee on Ethnic and Racial Affairs column shows us where SCRA is...
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INTEREST GROUPS*

AGING
The Aging Interest Group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.
Chair: Andrew Hostetler, andrew.hostetler@pumdc.edu

CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families Interest Group facilitates the interests of children and adolescent development in high risk contexts, especially the effect of the urban poverty and community structures on child and family development.
Chair: Michelle Ronayne, michelle.ronayne@gmail.com

COMMUNITY ACTION
The Community Action Interest Group explores the roles and contributions of people working in applied community psychology settings.
Chair: Bradley Olson, bradley.olson@ml.edu

COMMUNITY HEALTH
The Community Health Interest Group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community.
Chair: Venecia M. Batu-Ambrus, cliollion@hotmail.com
Darcy Freedman, dfh@case.edu
David Lounsbury, david.lounsbury@einstein.yu.edu

DISABILITIES
The Disabilities Interest Group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action, and influences community psychologists’ involvement in policy and practices that enhance self determination, personal choice, and full inclusion in the community for people with disabilities.
Chair: Naoko Yura Yatsu, ynovoyoroyosi@gmail.com
Erin Stack, erinstock@gmail.com

EARLY CAREER
The ECIG focuses on developing and enhancing the skills of early career community psychologists (less than seven years of experience post terminal degree) by creating opportunities for mentorship, networking, and leadership within the SCRA organization.
Chair: Ashlee Lien, leno@oldwestbury.edu
Ben Graham, benjamin.graham@gmail.com

ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is focused on research and action related to global climate change and environmental degradation. With a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequality, this group explores the role community psychology can and should play in understanding these urgent changes to our ecology.
Chair: Lena Bain, lenabain@8@gmail.com
Ashlee Lien, allisoncoody@gmail.com

INDIGENOUS
The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific branch of the Society for Community Research and Action. The aims of this group are interconnected. Firstly, it wants to support SCRA members who are conducting indigenous research by providing a forum for the exchange of ideas, literature and experience. This will assist the Group’s more specific focus on understanding the depth and diversity of research related to indigenous peoples. The need for community research and action related to the community.
Chair: Lena Bain, lenabain@8@gmail.com
Ashlee Lien, allisoncoody@gmail.com

LESBIAN, GAY, BISEXUAL, & TRANSGENDER (LGBT)
The LGBT Interest Group increases awareness of the need for community research and action related to issues that impact LGBT people, and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities, and/or who identify as LGBT.
Chair: Debbie Ojeda, debbie.ojeda@unlv.edu
Co-Chairs: Christopher Jenne, cjenne@marymountcafe.com
Corey Flanders, corey.flanders@canh.edu

ORGANIZATION STUDIES
The Organization Studies Interest Group is a community of scholars who are interested in community psychology themes (e.g., empowerment, ecological analysis, prevention, sense of community) in organizational contexts, and supporting organization studies concepts, methods, models, and theories into community psychology.
Chair: Kimberly Boss, kimb.ly.b.bess@vanderbilt.edu;
Neil Boyd, neil.boyd@ubc.ca

PREVENTION & PROMOTION
The Promotion & Prevention Interest Group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.
Chair: Toshi Saso, toso0001@gmail.com
Jessica Norman, jessicormanorm@gmail.com

RURAL
The Rural Interest Group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Chair: Susana Helm, helms@dot.hawaii.edu

SCHOOL INTERVENTION
The School Intervention Interest Group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.
Chair: Melissa Maras, marasme@missouri.edu;
Joni W. Splett, splett@mailbox.sc.edu

SELF-HELP/ MUTUAL SUPPORT
The Self-Help/Mutual Support Interest Group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.
Chair: Greg Townley, gtownley@pdx.edu

TRANSFORMATIVE CHANGE IN COMMUNITY MENTAL HEALTH
The vision of the Transformative Change in Community Mental Health Interest Group is to strive to establish an alternative paradigm that focuses the promotion of mental health based in community settings based upon the values of citizenship, recovery, empowerment, inclusion, and social justice. This includes the articulation of models, the identification of promising practices, and research to demonstrate the value of this alternative paradigm and its exemplars.
Chair: José Ornelas, ISPA, jose.ornelas@ligo.pt

*Last updated 12/05/16

THE SOCIETY FOR COMMUNITY RESEARCH & ACTION

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FALL 2016

THE COMMUNITY PSYCHOLOGIST

4
The Community Psychologist
Edited by Olya Glantsman and Nicole Freund

Community Psychology Practice Council’s 2016 Initiatives

Since its inception in 1992 (see TCP Fall 2015, 48(4)) the Society for Community Research and Action’s (SCRA) Community Psychology Practice Council (CPPC) has sought to “expand the visibility, reach and impact of community psychology practice through opportunities for connection, support and professional development through the SCRA, academic community research and action graduate programs, other professional organizations and communities.” This mission drives initiatives that focus on both internal (e.g., benefits for the SCRA members, information/knowledge sharing among SCRA practitioners, etc.) and external (e.g., raising awareness about the field and about the work done by practitioners, etc.) goals. Through collaboration with other councils, interest groups, and the Executive Committee, members of the CPPC continue to celebrate, promote, and strive to exemplify the values of community psychology in practice.

In January 2016, the CPPC held its annual strategic planning call. Once a year, one of the regular monthly calls is reserved for analyzing how the group is doing and what efforts should be focused on in the coming months. During this year’s call, members expressed concerns regarding practices and approaches related to member recruitment and retention as well as enhancing member engagement. As a result, a main focus for this year is helping new members joining the CPPC feel welcomed and connected within the Council and SCRA. The council wants to help members get the most out of their experience with the CPPC as well as connect them more generally to SCRA, as an organization. Finally, council members expressed how important it was to connect practitioners to each other either geographically or with those who are working on the same topic/issue or population. Consequently, several new initiatives have emerged to address these issues.

First, a Welcoming & Recruiting (W & R) group was created to better guide and build connections with new and existing members of the council. The group develops strategies and processes to maximize member participation and engagement in the Practice Council as well as ensure that new members feel welcomed and find it easy to get involved. In doing so, we hope to promote connectedness among council members. Since Spring 2016, this workgroup has documented a list of priority areas to accomplish the overarching goal based on continuous discussions within the group and feedback from the larger Practice Council membership. It highlights key concerns voiced by members and suggested strategies for addressing those concerns. A copy of this document can be found here: (http://scra27.org/what-we-do/practice/about-practice-council/documents/).

As a first step, the group is in the process of developing a welcome kit to introduce the new members to SCRA, the Practice Council, their vision and mission, working groups, and acronyms. The introductory email will also serve to connect the new member with a veteran CPPC member, who commits to spending a period of time supporting the new members’ orientation to the Practice Council. In addition, this relationship is intended to be characterized by a reciprocal transfer of diverse knowledge and expertise between colleagues. Once this system is set, the W&R group hopes to address issues such as CPPC membership engagement, strategies to engage more practitioners and the global community, collaborate with the outreach officer to post updates and success stories of CPPC. The W&R group is always glad to have new thoughts and ideas join their team; if interested please contact Ramy at rbarhouche@gmail.com.

In another effort to promote connection and improve communication, CPPC began publishing a monthly newsletter starting in February 2016. Named the Practitioner Connection, this newsletter briefly describes the group’s teleconference agenda and lists the upcoming call dates, keeping the recipients up-to-date on current events. Another feature of the newsletter is a Member Spotlight, which profiles members of the group and their interests and work. Since its creation in

seeing some positive trends in fostering a diverse membership, and ways we still have work to do. These are just some of the examples of how this edition of the Community Psychologist reminds us of how our field is more relevant than ever. We hope you enjoy!

Dan and Tiffany
February, eight PC members have been profiled. (For the Practitioner Connection archive see http://www.scura27.org/what-we-do/practice/).

Hot Topics is another new initiative that came out of a desire to engage Council members in discussions of the topics relevant and interesting to the group. Each Practice Council monthly call begins with a 15-20 minute Hot Topics discussion. Members can suggest the topics they would like us to discuss on the each call: http://goo.gl/forms/pfCk1xWVpc. Some of the topics discussed so far, include “What’s the Value of Professional Development Opportunities in CP Practice?” “Brainstorming 2017 Biennial Speakers,” “A Chat/Q&A with SCRA President-Elect Candidates,” and “A Chat with Peter Charles Benedict-SCRA Outreach and Communication Specialist.” Several things have come from these Hot Topics, including a column in the TCP. Currently the group is working on its second initiative that came out of the Hot Topics discussion about knowledge/information sharing. Many of the group’s newer members are actively involved in this initiative.

An ongoing effort is The Community Practitioner column, published here in the Community Psychologist (TCP). The Society’s newsletter provides an informal venue for SCRA members to exchange ideas and information (http://www.scura27.org/publications), and it is an excellent example of the CPPC’s efforts at communicating through publication. The Community Practitioner column focuses on practice related issues such as highlighting practice careers and work by practitioners in the field (for an example, see the interview with Sam Tsemberis in TCP Spring 2016, 49(2). The last column, How Practitioners Can Access Academic Literature, specifically outlined possible sources of accessing academic literature for those outside of academia (for the full article see the upcoming TCP Summer 2016, 49(3).

The idea for this column was born out of the Hot Topics discussions from March’s monthly call titled “Challenges and Strategies for accessing resources (i.e., academic resources) as a Community Psychology Practitioner” facilitated by Tabitha Underwood.

For over twenty years, the Practice Council has been a vital part of the Society for Community Research and Action and a voice to its many practitioner members. To this day, the group continues to live its mission and to make strides towards meeting both internal and external goals of the Council, while adapting to the new needs of the group and listening to the voices of its members. Anyone with an interest in practice is welcome and encouraged to join the CPPC and connect to the fellowship of practitioners across the country and even the globe.

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Public Policy
Edited by Dan Cooper

Can Community Psychologists Play a Role in Helping to Ease Tensions Between Law Enforcement Agencies and Communities?
Written by Robert (Robin) Jenkins
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Methodist University

The increasing tensions between communities and law enforcement agencies startles the consciousness of America. Across the country policing agencies are challenged by their assumptions, practices, perceived legitimacy, questions about transparency and accountability. Communities are fractured by the need for socially just policing juxtaposed with the hosting of many of the problems that create calls for service from the police. Underlying these problems are the deep, complex and seemingly intractable “systems” issues embedded in politics, economic and immigration policies, cultural and racial divides, impacts from social media, and other factors. So can Community Psychology offer a set of policy “slip knots” and interventions out of these increasingly dangerous and complicated problems?

Born from a hunger for more viable, empowering, effective and socially just conditions for individuals and communities, Community Psychology launched in the 1960’s with energy and vision (Rappaport, 1987). Its leaders envisioned a new and more integrated set of solutions
to not only reduce the personal burden of mental illness, but prevent stressful or debilitating conditions and empower persons as well as communities (Kelly, 1966). The field demonstrated amazing potential based on its interdisciplinary roots and vibrant multi-disciplinary theoretical backgrounds. (Jason et al., 2016) note that “Community Psychology was founded as a discipline that is intended to combine a scientific orientation with collaborative social action in order to empower members of some community of interest and to help them improve their lives” (p. 7). By framing individual functioning within the ecological paradigm, Bronfenbrenner (1979) and others defined a conceptually potent and multi-directional set of explanations as well as potential solution pathways to ease human suffering.

The ecological framework, along with other key principles and practices embraced by Community Psychology in some ways challenge us to better explain how to resolve escalating tensions between law enforcement agencies and communities – especially communities of color. Policing is a complicated thing. Issues between the police and those who are policed are not unique to the United States (see http://www.nytimes.com/2016/08/14/world/africa/south-africa-apartheid-police-killings.html); suggesting that political, economic, socio-structural and constructivist contexts are important no matter the geography. Embedded in these issues lay extremely and emotionally charged issues of race/racism, social construction of class and social inequities, economic and immigration policies, political dynamics, power relationships, as well as a host of implementation issues around the methods and strategies that various law enforcement entities use to provide public safety.

Given its potential as well as impressive history, Community Psychology should be integral in the active dialog involving effective policing with its value system centered on social equity, fairness, procedural justice, legitimacy and other positive individual and community impacts. These topics are very much “foreground” (Prilleltensky & Nelson, 1997). Classic and newer ideas such as community coalition action theory (Butterfoss & Kegler, 2009), liberation in its multiple contexts (Nelson & Prilleltensky, 2010), empowerment theory (Rappaport, 1987), intergroup relations (O’Neill, 2000), critical community psychology (Thompson, 2007), cognitive community psychology (O’Neill, 1981; Florin & Wandersman, 1984) and many others may be foundational but insufficient. Communities impacted by intergroup violence, chronic poverty, structural racism (perceived or actual), acculturative stress (Anderson, 1991), chronic trauma, oppression, norms that tolerate anti-social behaviors, collateral consequences of mass incarceration, etc. require an urgent exploration of effective theory and interventions that then can be incorporated into policies have broader impacts at population levels.

One of the more perplexing dilemmas in this matter has to do with the perceived estimation of fairness and unbiased actions on the part of law enforcement agencies juxtaposed with each unique community’s norms or values. With an eye toward respecting diversity, culture, and recognizing everyone’s intrinsic values, the real question of collective efficacy around the establishment and maintenance of norms and values associated with public safety (for all) as an interactional process with police is critically important. Yet there is not much practical and research-supported evidence as to how to create and sustain such efforts in this specific focus area. Where are the boundaries between law enforcers and communities? Whose role is it to set expectations about non-violence, absence or presence of weapons, tolerance of drugs or other substances, informal “market” behaviors when economies are insufficient to support everyone? Who defines public safety? Who legitimizes and empowers police agencies? And how do these activities get measured, improved, institutionalized in ways that help one community to the next? Regarding law enforcement entities, the question of holding them accountable through balanced and engaged, empowered community stakeholders while recognizing responsibilities inherent in individual, family, community and macro systems is also quite critical.

From a public policy perspective, there are many important questions for community psychologists to ponder. How can the ecological framework with its concepts of action research, community engagement, public health integration, complex / adaptive systems change, critical community and social cognition, sense of community, social support, contextualism, liberation, prevention and well-being be practically applied, rapidly and to scale, in order to reduce future
potential for violence, community unrest, officer shootings, other mass killings, generational impacts of acculturative stress, and the possibility of a weakened law enforcement legitimacy? Recognizing the bi-directionality of responsibility in these matters (communities as well as law enforcement), can Community Psychology muster research, intervention, efficacy and effectiveness tools in the near future to measurably impact these issues?

Ed Trickett notes that human diversity highlights the importance of context relative to cultures and subcultures (Trickett, Watts, & Birman, 1994). So how do communities and their policing agencies create a new narrative and set of standards that allow for both legal compliance as well as individual and community levels acceptance of economic diversity, cultural diversity, relativism and responsibility without the historical burdens of racism, class oppression and similar problems? Can communities and law enforcement agree on a values-based praxis model (Prilleltensky, 2001) that leverages effective public policies (supported through Community Psychology efforts?). How does one accept and validate historical context (e.g., culture, race, personal narratives), yet learn from it and escape many of its harsh consequences (racism, oppression, class inequality, politics)? Effective, solution-driven public policy research is desperately needed to help communities as well as law enforcement entities negotiate this new framework. The narrative would include a partnership that legitimizes policing, balances accountability and responsibilities at multiple levels, while eliminating some historically problematic beliefs and strategies employed by policing agencies often perceived as “mandated” from various governance structures. It might also engage citizens in political, social and economic processes that reduce the likelihood that public safety interventions would be needed.

References
Cultural, Ethnic, and Racial Diversity within SCRA

Respect for diversity is an important value within SCRA as it often guides our research, advocacy, and practice. We seek to embrace all forms of diversity including gender, race, ethnicity, sexual identity, gender identity, religion, country of origin, socio-economic status, etc. Another important value within SCRA is reflective practice—in the sense that we need to check in on how our values are actually being met. We need to take an honest look at how we are doing with regard to our principles. This column begins some of that examination with respect to race and ethnicity.

First, it is important to recognize that professional organizations are not immune from discrimination. In fact, gaps remain evident among racial and ethnic groups with advanced degrees. According to the Bureau of Labor Statistics, African Americans with advanced degrees earned 83% of what Whites with advanced degrees earned. The percentage was 88% among Hispanics. These numbers are based on 2014 median weekly earnings. These statistics suggest that advanced degrees do not translate into income equality. Professional organizations may exacerbate or abate this inequality.

Looking specifically at SCRA, our membership overall was 64% White, 13% African-American, 8% Hispanic, and 8% Asian, Pacific Islander, Native Hawaiian, Alaska Native or American Indian (these groups are presented here lumped together because of changes over time in the response options on the membership form), 7% other and less than 1% multiracial in the beginning of the year. These numbers show that our psychological organization is more diverse than the psychology workforce in the USA. APA reports that 84% of the psychology workforce was White in 2013, followed by African-American (5%), Hispanic (5%) and Asian (4%). Thus it seems our principle of “attention to and respect for diversity” has translated into a more diverse body than of psychologists overall.

We can see that our organization and the future of community psychology is getting more and more diverse. While 88% of senior members are White, 60% of student members are White. However, the inverse is seen when looking at African-American members. There are no African-American senior members of SCRA, but African-Americans comprise 17% of the student membership. From these
numbers, it appears that those who have recently become community psychologists are more diverse than those who were drawn to the field years ago, reflecting changes in society and higher education overall.

There are at least two less positive interpretations of the same trend. One is that while we attract members at the undergraduate and graduate level who identify as people of color, we do not retain them throughout their careers. Perhaps they do not find a niche within our organization or do not feel cultural, racial, or ethnic issues are taken seriously. As the new chair of the Committee on Cultural, Ethnic, and Racial Affairs (CERA), I have heard this more than once and this is something we need to investigate and face as an organization. Another interpretation is the weeding out (aka discrimination) that happens within higher education. For example 8% of instructors were African-American in 2013, but only 4% of full professors were African-American. The same pattern in seen among Hispanics and the opposite pattern holds for Asian-Americans. These trends indicate that faculty as they go through ranks become whiter and whiter. If these trends are reflected in our numbers than we have a lot of work to do in order to help keep young scholars of color in the profession. We also need to support those who enter into practice or advocacy-based professions.

These numbers are just a snapshot of our membership. It is important to note that almost a third of our membership did not disclose their racial or ethnic identification in our membership form. Moreover, many of these speculations would require additional data, including first-hand accounts as well as longitudinal data. Most likely, we are seeing a combination of these factors in our membership numbers.

Within our organization there is a Committee on Cultural, Ethnic and Racial Affairs (CERA) that addresses some of these issues. The mission of CERA is to:

- Represent issues of cultural diversity and promote the concerns of people of color as a focus of community research and intervention
- Promote training and professional development of people of color interested in community psychology
- Advise the Executive Committee on matters of concern to people of color
- Inform and educate the Executive Committee regarding the implications of decisions as they pertain to people of color.

CERA was formed in 1976—ten years after Division 27 was founded—but has not been active all the time. We have taken strides to reinvigorate CERA and will continue to do so. One of our first initiatives is to aid our members in their racial and ethnic justice-related work by funding mini-grants in this area. In this first round, we expect to fund 5 projects. We also seek to open the dialogue about culture, race, and ethnicity within SCRA. Please share your thoughts, experiences, and suggestions with us.
Committee on Women
Written by
Eylin Palamaro Munsell,
Chair, SCRA Committee on Women
epalamar@asu.edu

Each issue we will be spotlighting a member of our committee. When asked for recommendations this summer, our committee members overwhelming suggested Urmitapa Dutta from UMass Lowell. Below is my conversation with her about her background, experience and the work she does. Eylin Palamaro Munsell: Thanks so much for taking the time. To start, tell me a little bit about yourself.

Urmitapa Dutta: I'm an assistant professor at UMass Lowell. I started in the psychology department as a faculty member right after I graduated from the University of Illinois at Urbana-Champaign. I was in the clinical community psychology program there. I have been here for almost four years now. I would characterize myself as a scholar activist, or at least that is what I strive to be. So, my scholarship is really geared towards critical social action.

E: What do you mean by that?

E: Tell me about your work.

U: I've been doing work around conflict for a really long time; for twelve years now. My program of research focuses on different forms of violence—structural violence, direct violence, and cultural violence—and how these forms of violence affect a community, along with the development of community-based interventions to address such violence. I'm particularly invested in how marginality intersects with these different forms of violence. So I am not only looking at individual experiences of violence, but also the institutional and cultural policies and practices that characterize the context in which violence takes place. I attend to issues of marginality, both in ways that they intersect with violence that is every day and violence that is acute. Moving beyond just crisis-based politics, I focus on multiple configurations of marginality and forms of violence that have become an endemic part of our everyday lives and are no longer questioned. This could be structural violence or direct violence that we normalize and naturalize.

E: What's been the most surprising thing for you in your work?

U: I think part of it has to do with the trajectory that I have taken. The whole reason that I wanted to be in academia and to be a scholar had to do with the issues that I wanted to address. I grew up in the Northeastern borders of India, which has been experiencing ethnic conflict for many years now. It is also a region that is systematically marginalized. To me it seemed like one way to impact what was happening was through research and through scholarship because there's really not much around and what was there was very disempowering. It felt like a very natural thing to do. So the reason that I was doing all of the scholarship was actually in service of trying to do something about the issues in my home community.

E: What have been the most surprising aspects of the work that you do?

U: I would say speaking truth to power, both in the field and in the academy. A lot of work that I've been doing is really about challenging the status quo. It's about collectively raising issues and trying to initiate conversations that are usually avoided. So, that has been really challenging. You constantly come up against injustice and it can take a huge toll. Within academia, we still live in
an age where engaged scholarship is considered less rigorous. It’s not viewed in the same way as what would be considered more positivist or objectivist kind of work. I’m really working hard to get people to take this work seriously. On a personal level, a challenging aspect is the constant work that I have to do to hold myself accountable. I don’t want to be reproducing the same structures that I’m trying to challenge, and that requires constant vigilance.

E: I would imagine in the work that you do your assumptions are being challenged and you probably witness various difficult circumstances. How do you protect and nurture yourself?

U: I’m still trying to figure out good ways to do that. What has been really helpful has been having a community, having colleagues or other activists who understand where you’re coming from. One of the barriers to self-care in doing this kind of work is that I know I’m privileged and I can always step out of many of those really, really challenging and actually dangerous circumstances and my participants or my collaborators often don’t have that luxury. So, sometimes, it’s really hard to sort of let myself go there, in terms of how it affects me. As academics and scholars who do this kind of work, I think it’s really important for us to have a more collective conversation around challenges that we face when doing this kind of work.

E: What policy change or social change would you ideally like to see put into effect that might make a positive impact on the phenomena you study?

U: I should preface my response with the fact that I’m cautiously optimistic about policies. I’m sometimes just downright cynical, because the extents to which policies translate into action, particularly for disenfranchised populations, people that experience multiple intersections of marginality, well, that’s another question! But, having said that, if I were to think about big social change and things that would be really important, one of the things would be the way we categorize people. There’s so much violence that stem from the kind of identity categories that we have. Particularly in this current time, with the migration crisis that we’re seeing, I think the kinds of standards that we use to evaluate who belongs and, you know, the authenticity of belonging, pose huge barriers. So I envision completely reconfigured ways of identification and belonging that are not just dependent on your geographic location or biological destiny. Another thing which I dream of is thinking about more thoughtful solidarities with contemporary social movements – what can be learned from social movements and different struggles that are happening all over the world and how that can inform our scholarship. These are two things that I’m really passionate about.

E: Do you have any thoughts on how to do that?

U: I think one concrete way to do that is to think about, really think about, who are the people who are producing the knowledge and who are publishing and who are generating theories and about whom. And the moment we try to look at those two things, we’ll find it’s mostly U.S. based or Western European, the institutional context where this has been generated, and it’s often about the disenfranchised populations. So there’s that distinction and what I try to question is what happens when we have people, who usually tend to be the objects of knowledge, say, people of color, when they become part of the academy. I do not claim to have any easy answers, but I think the first step would be facing up to some of those really difficult questions and confront our own complicity in reproducing those distinctions.

E: What are your next steps and future directions?

U: A direction which wasn’t as obvious when I was doing my ethnographic work initially, but now has become a really big part of what I’m doing, is really looking at gendered patterns of violence. To give you a little bit of context, the region where I work (Garo Hills in Northeast India) follows a matrilineal system, so the lineage is through the mother’s family. Even though it’s a matrilineal system, the structure is still patriarchal. So, women were often viewed as, in some sense, the vehicle or the medium through which outsiders come in and become part of the community and then usurp resources which are meant for the local tribal community. So there was all of this instrumental discourse about women. Given the hegemony of ethnic identity politics, other forms of violence, particularly gendered aspects, were completely obscured from public discourse. So I went out and started talking to local women who were directly involved in community issues. Across their biographical narratives, there were just so many different forms of violence that
they were experiencing, which included sexual violence, workplace harassment and different forms of exclusion. They were experiencing violence both from armed insurgent groups in that area as well as from the state military forces. As I started looking into that, it became really important to me to begin to highlight those aspects and also do it in a way where we’re not separating the forms of violence (which I think we’re really good at doing in psychology) because all of these intersect in and are entrenched in the women’s daily. So, what I’m really working on now is using ethnographic methods and participatory action research to look at the ways in which we can interrogate the violence and the cultural impunity which sustains that kind of violence. The women there have developed different ways of resisting and contesting the kinds of violence they’re experiencing. I think it’s really important to bring those stories forward as well and I think we have a lot to learn from how women navigate those situations so that’s one of the directions where I’m headed with my research.

E: Is there anything else you would like to say or something you want people to know about you?

U: The more I do this work, I think about peace as social justice. If you’re looking at everyday forms of violence, then the way to think about peace also has to be an everyday form of peace; it cannot be just a peace treaty or a “top down” approach. So, (I have been working on) the Everyday Peace Project, an initiative that explores the notion of everyday peace as social justice and community capacity building. I’ve developed a course where I work with students to explore context specific ways in which community psychology can address issues around everyday peace-building; an area where there’s so much potential.

E: What are some of the initiatives on that project?

U: We started something called the Everyday Peace Labs. That’s a way in which students bring their own biography, their politics, and their immediate contexts to think about everyday peace. We have a small participatory research project where we work together to contextualize our definitions of peace, as opposed to starting from pre-existing definitions. We think about what peace would look like in our own contexts. Then the next part is navigating our collective understanding of that. This gives us an experiential understanding of the fact that it is not easy; we have to navigate different perspectives and the project gives an understanding of what that might look like.

E: It’s been a pleasure meeting you. I appreciate you taking the time. Thank you so much.

U: It was really nice talking to you and thanks for inviting me to be a part of this.
having professional knowledge of its concepts and practices. I use the term FH Clubhouse to denote those Clubhouses developed on the basis of the Fountain House model in New York City founded in 1948. This model has developed into an international evidence-based mental health program (on SAMHSA’s registry) with its own democratically-derived standards of peer control and mutual support used to monitor and certify programs that are entitled to the name Clubhouse by the International Center for Clubhouse Development-ICCD.

The FH Clubhouse is a non-governmental non-profit organization that is a hybrid consumer-run organization: the Board and the directors are mostly professionals and businesspersons. However, there is extensive member involvement in policy setting, management decisions and work practices which are guaranteed by the 36 standards of the ICCD which had been created by members and staff (Staples & Stein, 2008; Borkman, 2013). A non-residential house, it creates a non-stigmatizing “working community” for its members to develop skills, engage in recovery, develop personhood and a self-enhancing collective identity. The underlying structure is the “work ordered” day in which staff and members engage side-by-side in functional work units. Various stages of transitional employment and job placement are also available.

FH began as a mutual help group of ex-patients from a long-term psychiatric hospital. Wealthy philanthropists who were concerned with easing the transition of the ex-patients from hospital to living constructively in New York City purchased a large house on West 47th in 1948. The ex-patients became known as members and were organized as a Fellowship under the legal auspices of the FH Foundation. FH was run like a settlement house of the mid-19th century in which social workers assisted immigrants to adapt to American life. By the time John Beard arrived in 1955 as the new Executive Director, all participants—members, staff, and directors—were squabbling and in disarray (op. cit., p. 28). John Beard dissolved the Fellowship while maintaining their mutual help ethos and applied what he had learned in his graduate social work studies under his mentors Arthur Pearce and the psychiatrist Goertzel in a Detroit mental hospital. Simply stated, these values and beliefs were as follows: patients should be treated humanely and had the potential for improved lives; emphasizing patient’s ego strengths, not their pathology, was the key to patient improvement; and severe psychiatric illness was accompanied by “relationship failure” or depletion of social relationships and social isolation which had to be addressed. Activities based on these principles were developed and known as Activity Group Therapy (AGT) (Beard, Goertzel & Pearce, 1958, p. 21).

Beard created the “work ordered” day in which staff and members engage side-by-side in functional work units. A central principle of the working community is “The need to be needed.” “Operationally, the need to be needed structures all house activities in such a way that member participation is required to accomplish the work at hand. A low staff-to-member ratio means that member participation is an essential programmatic reality.” (op. cit., p.50). Underlying the surface activities are directors and staff committed to creating an environment that: (1) creates personalized relationships between professional staff and members that minimizes the hierarchical distance between them; (2) members are free to choose the type, extent and frequency of their involvement; and (3) peers engage in reciprocal learner-teacher roles and relationships with each other and staff. The importance of the house as a community, a space and place dedicated to the FH philosophy and practices is emphasized: “community as a place that encompasses a relational ethic and one’s awareness of being part of a group that is viewed at Fountain House as being essential for recovery.” (op. cit., p.45).

Part 2 deals with “social practice” or how the professional staff role is modified to fit the FH philosophy through transformational design and motivational coaching. Transformational design refers to attending to cultural and structural facets of work activities and the environment that
support member’s motivation and empowerment. For example, how do staff frame daily work activities to be real and meaningful, to foster side-by-side relationships and to exemplify the other FH principles? Motivational coaching refers to the one-on-one relationships that staff establish with members; the changes from conventional professional roles to the personal, egalitarian and genuinely human relationships that staff establish with members are the most radical and distinctive sections of the book. They deserve extensive attention!

John Beard’s philosophy and the practices he developed are described not only in concrete terms but also as vivid exemplars of current social and behavioral science theories. Many components of the model were in practice at FH long before the corresponding social or behavioral science theory was developed. An example is the strengths-based or non-medical approach increasingly in use today (Saleebay, 1996) as well as empowerment (Simon, 1994), and self-efficacy (Bandura, 1997). Another practice that exemplifies an important theory that the authors did not note is the “low staff-to-member ratio”, which is now known as “behavior setting theory” (Barker, 1968). While the book emphasizes theories of staff behavior, it regrettably neglects equivalent theories connected to peer support and mutual aid (see Brown & Wituk, 2010).

The authors do an excellent job of tying together the values, principles, and practices of staff and directors, and clearly explaining how these in turn are related to and are exemplars of contemporary social science theories. This very significant book is especially important because FH’s practices have not previously been explicitly linked to contemporary theory. Some readers seem to be enthralled with theory-based work and minimize or ignore empirical work seemingly unconnected to some proper theory. FH is open to misinterpretation by outside observers because many of its practices look mundane, simplistic, non-technological and unsophisticated. The book provides the rich theoretical basis of these seemingly mundane activities.

The next questions: What independent empirical verification exist that the practices that exemplify the theories describe actual Clubhouses? Where, to what extent and under what conditions is this so? In any case, the book is significant and highly recommended to correct misconceptions about the FH clubhouse model.

References
SCRA Awards Call 2016-2017

DEADLINE FOR ALL AWARD NOMINATIONS is December 1, 2016

Please Note: All nominees must be current member of SCRA and have been a member for the past one (1) membership renewal year unless otherwise stated in the call. And visit the SCRA website for a list of previous award winners!

DISSECTATION AWARDS

BEST DISSERTATION ON A TOPIC RELEVANT TO COMMUNITY PSYCHOLOGY:

The purpose of the Society for Community Research and Action annual dissertation award is to identify the best doctoral dissertation on a topic relevant to the field of community psychology completed between September 1, 2014 and August 31, 2016 — any dissertation completed within these dates may be submitted. The completion date for the dissertation refers to the date of acceptance of the dissertation by the granting university’s designate officer (e.g., the graduate officer), not the graduation date. Last year’s nominees (excluding the winner) may resubmit dissertations if the dates are still within the specified timeframe.

Criteria for the award:
1. Relevance of the study to community psychology, with particular emphasis on important and emerging trends in the field;
2. Scholarly excellence;
3. Innovation and implications for theory, research and action; and

Nomination materials required: Individuals may nominate themselves or be nominated by a member of SCRA. A cover letter and a detailed dissertation abstract should be submitted electronically to awards@scra27.org by the Dec. 1 deadline. The nomination cover letter should include the name, graduate school affiliation and thesis advisor, current address, phone number, and email address of the nominee. The abstract should present a statement of the problem, methods, findings, and conclusions. The abstract should be clear about the relevance of the study to community psychology, with particular emphasis on important and emerging trends in the field; scholarly excellence; innovation and implications for theory, research and action; and methodological appropriateness. Abstracts typically range from 5-8 pages and may not exceed 10 double spaced pages, including tables and figures. Identifying information should be omitted from the abstract.

Evaluation process: All abstracts will be reviewed by the dissertation award committee. Finalists will be selected and may be asked to submit full or partial dissertation electronically.

Award recipient receives: An award plaque and $100; a one year complimentary membership in SCRA; and up to $300 in reimbursement for travel expenses in order to receive the award at the APA convention or SCRA biennial in 2017.
EMORY L. COWEN DISSERTATION AWARD
FOR THE PROMOTION OF WELLNESS:
This award will honor the best dissertation of the year in the area of promotion of wellness. Wellness is defined consistent with the conceptualization developed by Emory Cowen, to include the promotion of positive well-being and the prevention of dysfunction. Dissertations are considered eligible that deal with a range of topics relevant to the promotion of wellness, including: a) promoting positive attachments between infant and parent, b) development of age-appropriate cognitive and interpersonal competencies, c) developing settings such as families and schools that favor wellness outcomes, d) having the empowering sense of being in control of one’s fate, and e) coping effectively with stress. The dissertation must be completed between September 1, 2014 and August 31, 2016 — any dissertation completed within these dates may be submitted.

Criteria for the award:
1. Relevance to the promotion of wellness, including but not restricted to: a) promoting positive attachments between infant and parent; b) development of age-appropriate cognitive and interpersonal competencies; c) developing settings such as families and schools that favor wellness outcomes; d) having the empowering sense of being in control of one’s fate; and e) coping effectively with stress, with particular emphasis on important and emerging trends in the field;
2. Scholarly excellence.

Nomination materials required: Individuals may nominate themselves or be nominated by a member of SCRA. A nomination cover letter and a detailed dissertation abstract should be submitted electronically to awards@scra27.org by the Dec. 1 deadline.

1. The nomination cover letter should include the name, graduate school affiliation and thesis advisor, current address, phone number, and email address of the nominee.
2. The abstract should present a statement of the problem, methods, findings, and conclusions. The abstract should be clear about the relevance of the study to community psychology, with particular emphasis on important and emerging trends in the field; scholarly excellence; innovation and implications for theory, research and action; and methodological appropriateness. Abstracts typically range from 5-8 pages and may not exceed 10 double spaced pages, including tables and figures. Identifying information should be omitted from the abstract.

Evaluation process: All abstracts will be reviewed by the dissertation award committee. Finalists will be selected and may be asked to submit full or partial dissertation electronically.

Award recipient receives: An award plaque and $100; a one year complimentary membership in SCRA; and up to $300 in reimbursement for travel expenses in order to receive the award at the APA convention or SCRA biennial in 2017.
EARLY CAREER AWARD
The purpose of the SCRA Early Career Award is to recognize community psychologists who are making a significant contribution to the field of community psychology and to APA Division 27, Society for Community Research and Action.

Criteria for the award:
1. The candidate must be 8 years or less from receiving their terminal degree.
2. Made an important contribution to community psychology. Examples include a research paper, community organizing, or policy change at the local, state or national level.
3. Be an active member of SCRA.

Nomination materials required: Individuals may nominate themselves or be nominated by a member of SCRA. Nominations consist of letters of support and a statement of significant contribution submitted electronically to awards@scra27.org by the Dec. 1 deadline.
1. Two letters of support should outline the merits of the nominee in the criteria, above
2. A statement of significant contribution should highlight the nominees significant contributions in the areas of: a) contribution to the field of community psychology and SCRA, b) how work relates to community psychology, c) nominees plan to continue work within the field of community psychology

Evaluation process: An awards committee consisting of early career as well as more senior SCRA members will review nominations.

Award recipient receives: A plaque and a fee waiver in order to receive the award at the 2017 SCRA biennial conference.

THE ETHNIC MINORITY MENTORSHIP AWARD
The purpose of SCRA’s annual Ethnic Minority Mentorship Award is to recognize an SCRA member who has made exemplary contributions to the mentorship of ethnic minority persons. Mentorship may be provided in various forms. The goal of the award is to acknowledge the importance of encouraging ethnic diversity within community psychology and supporting the efforts of groups of individuals who have been historically more limited in their access to higher education within our field.

Criteria for the award: Two or more of the following:
1. Consistent, high quality mentorship and contributions to the professional development of one or more ethnic minority students and/or recent graduates involved in community research and action;
2. Contribution to fostering a climate in their setting that is supportive of issues relevant to racial/ethnic diversity and conducive to the growth of ethnic minority students and/or beginning level graduates;
3. A history of involvement in efforts to increase the representation of ethnic minority persons either in their own institutions, research programs, or within SCRA; and
4. Consistent contributions to the structure and process of training in psychology related to cultural diversity, particularly in, but not limited to community programs.

Nomination Process: Individuals may nominate themselves or be nominated by a student or colleague. Nominations consist of a nominations letter, letter(s) of support and a CV submitted electronically to awards@scra27.org by the Dec. 1 deadline.
1. A nomination letter (no more than 3 pages long) summarizing the contributions of the nominee to the mentorship of ethnic minority persons;
2. Name and contact information (address, telephone, email) of at least one additional reference (two if a self-nomination) who can speak to the contributions the nominee has made to the
mentorship of ethnic minority persons (see above criteria)--at least one reference must be from an ethnic minority person who was mentored

3. A curriculum vita of the nominee. Collaborative work with ethnic minority mentees, as well as other activities or publications relevant to the criteria indicated above, should be highlighted.

_Evaluation process:_ All nominations will be reviewed by an award committee constituted by the Committee on Cultural, Ethnic, and Racial Affairs.

_Award recipient receives:_ A plaque awarded at the 2017 SCRA biennial conference.

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**DISTINGUISHED AWARDS**

**AWARD FOR DISTINGUISHED CONTRIBUTIONS TO THEORY AND RESEARCH IN COMMUNITY PSYCHOLOGY**

The Award for Distinguished Contribution to Theory and Research in Community Psychology is presented annually to an individual whose career of high quality and innovative research and scholarship has resulted in a significant contribution to the body of knowledge in Community Psychology. This award was initiated in 1974.

_Criteria for the award:_

1. Demonstrated positive impact on the quality of community theory and research;
2. Innovation in community theory and/or research. That is, scholarship of a path-breaking quality that introduces important new ideas and new findings. Such distinguished work often challenges prevailing conceptual frameworks, research approaches, and/or empirical results; and
3. A major single contribution or series of significant contributions with an enduring influence on community theory, research and/or action over time.

_Nomination Process:_ Individuals may nominate themselves or be nominated by an SCRA member. Nominations consist of the following items submitted electronically to awards@scra27.org by the Dec. 1 deadline.

1. The name and contact information of the nominee.
2. A 250-500 word summary of the rationale for nomination.
3. A vita or summary of accomplishments that is no longer than 6 single-spaced pages.
4. A letter of recommendation that is no longer than 4 typed double-spaced pages.
5. One work sample may be submitted in PDF format so that it can be shared with all committee members. This work sample may be submitted in the language of the nominee’s choice.
6. Those nominees whose work is primarily in a non-English language or context may submit a second letter of recommendation that can clarify the work sample or further inform the committee about the nature of the nominee’s contribution.

_Note:_ Committee members are free to seek out additional information about nominees, and second letter may be helpful if a candidate’s body of work may not be accessible to many committee members because of language differences or the nature of the work not being represented in typical publication or internet outlets. Submitting a second letter is at the discretion of the nominator/nominee.

_Evaluation process:_ Nominations will be reviewed by an award committee constituted by the SCRA President-Elect.

_Award recipient receives:_ A plaque awarded at the SCRA convention in 2017, an invited address at the SCRA convention, and an invitation to publish their address (or a related work) in AJCP.
AWARD FOR DISTINGUISHED CONTRIBUTION TO PRACTICE IN COMMUNITY PSYCHOLOGY

The Award for Distinguished Contributions to Practice in Community Psychology is presented annually to an individual whose career of high quality and innovative applications of psychological principles has demonstrated positive impact on, or significant illumination of the ecology of, communities or community settings, and has significantly benefited the practice of community psychology. The person receiving this award will have demonstrated innovation and leadership in one or more of the following roles:

1. community service provider or manager/administrator of service programs;
2. trainer or manager of training programs for service providers;
3. developer and/or implementer of public policy;
4. developer and/or implementer of interventions in the media (including cyberspace) to promote community psychology goals and priorities;
5. developer, implementer, and/or evaluator of ongoing preventive/service programs in community settings;
6. who has developed and applied knowledge and methods to understand and improve the functioning of communities and community settings; or
7. other innovative roles.

Criteria for the award:
The criteria for the award include the following. The first criterion applies in all cases; one or more of the remaining criteria must be present:

1. Engaged at least 75% time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, or educational settings in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology; past winners cannot be nominated. Full-time, tenure and tenure-track university faculty and/or those with traditional teaching/research/service responsibilities, would rarely be eligible for this award, AND
2. Demonstrated positive impact on the natural ecology of community life resulting from the application of psychological principles; or
3. Challenge to the status quo or prevailing conceptual models and applied methods; or
4. Demonstrated personal success in exercising leadership based on applied practice.

Nomination Process: Individuals may nominate themselves or be nominated by an SCRA member. Nominations consist of the following items submitted electronically to awards@scra27.org by the Dec. 1 deadline.

1. The name and contact information of the nominee.
2. A statement, which can be from the nominee, that documents clearly specify his or her eligibility for this award by describing how he or she “engaged at least 75% of the time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, or educational settings in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology.” This statement can consist of a brief list of the years, the settings, and the activities, but it should be sufficiently detailed so that there is no doubt about the eligibility.
3. A vita or summary of accomplishments that is no longer than 6 single-spaced pages.
4. A letter of recommendation that is no longer than 4 typed double-spaced pages.
5. One work sample may be submitted in pdf format so that it can be shared with all committee members. This work sample may be submitted in the language of the nominee’s choice.
6. Those nominees whose work is primarily in a non-English language or context may submit a second letter of recommendation that can clarify the work sample or further inform the committee about the nature of the nominee’s contribution.

Note: Committee members are free to seek out additional information about nominees, and a second letter may be helpful if a candidate’s body of work may not be accessible to many committee members because of language differences or the nature of the work not being represented in typical publication or internet outlets. Submitting a second letter is at the discretion of the nominator/nominee.

Evaluation process: Nominations will be reviewed by an award committee constituted by the SCRA President-Elect composed of prior recipients and Practice Council members.

Award recipient receives: A plaque awarded at the 2017 SCRA biennial conference, an invited address at the SCRA biennial, and an invitation to publish their address (or a related work) in AJCP.

THE SEYMOUR B. SARASON AWARD
FOR COMMUNITY RESEARCH AND ACTION
This award was established in 1993 to recognize individuals working in the conceptually demanding, creative, and groundbreaking tradition of Seymour B. Sarason.

The criteria include:

1. novel and critical rethinking, reframing, and reworking of basic assumptions, approaches, and issues in the human services, education, psychology, mental retardation and other areas of community research and action,
2. major books and other scholarship that reflect these new approaches within the context of historical wisdom, and
3. action-research and other action efforts that reflect these new approaches.

Those working both in academia and applied settings, including government, are eligible for this award, given biennially. The award winner is invited to present a major address at the Society for Community Research and Action biennial conference which takes place every other June. The address is published in the American Journal of Community Psychology.

Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec. 1 deadline.

AWARD FOR SPECIAL CONTRIBUTIONS TO PUBLIC POLICY
The purpose of SCRA’s Award for Special Contributions to Public Policy is to recognize individuals or organizations that have made exemplary contributions in the public policy arena. Those whose work contributes to public policy, whether from community agencies, academia, or non-government agencies, both national and international, are eligible for consideration. Priority will be given to a living member of SCRA, an allied discipline, or an organization involving individuals who have made important contributions to public policy, broadly defined.

Nomination Process: Both self-nominations and nominations by SCRA students or colleagues will be accepted. Those submitting nominations should send:

+ For an individual: CV or resume (full or abbreviated), statement (maximum of four pages) regarding major social policy contributions of the individual, and up to three letters of support.
+ For an organization: CV or resume for organization head or key individual, organization description/mission statement, statement (maximum of four pages) regarding major social policy contributions of the organization, and up to three letters of support.

Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec. 1 deadline.
SCRA COUNSEL OF EDUCATION PROGRAMS (CEP) AWARDS

Criteria for these awards include two or more of the following:

1. Promotion of innovative strategies in education that integrate community psychology theory and action;
2. Significant contributions to the structure and process of education in community psychology, research, and action;
3. Consistent, high quality teaching and mentorship contributing to the professional development of students and/or recent graduates involved in community research and action; and
4. Contribution to fostering a positive climate that supports undergraduate and graduate students in their setting.

Collaborative work with students, activities, publications, and curricula relevant to the criteria indicated above, should be highlighted.

OUTSTANDING EDUCATOR AWARD

The purpose of this annual Award is to recognize a SCRA member who has made exemplary and innovative contributions to the education of students about community psychology and community research and action.

Nomination Process: Both self-nominations and nominations by SCRA students or colleagues will be accepted. Those submitting nominations should send:

1. A nomination letter (no more than 3 pages long) summarizing the innovative educational strategies promoted by the nominee, and how they contribute to the education of community psychologists and the development of the field of community research and action (and speak to the criteria listed above);
2. One letter of reference (2 letters if the nomination is a self-nomination);
3. Course evaluations and other types of evaluations from students/recent grads; and
4. A curriculum vita of the nominee.

Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec. 1 deadline.

EXCELLENCE IN EDUCATION PROGRAMS AWARD

The purpose of this biannual Award is to recognize an exemplary undergraduate and/or graduate program that has innovative structures, strategies, and curricula that promote development of the field of community psychology and community research and action.

Nomination Process: Both self-nominations and nominations by individuals or organizations outside the program will be accepted. Those submitting nominations should send:

1. A nomination letter (no more than 4 pages long) should describe the basis of the recommendation and summarize the features of the program that would qualify it for the award (in relation to criteria specified above). The nomination letter should also include a listing of the program faculty and other resources (e.g., community-based organizations, community expertise), relevant publications, and the ways in which they contribute to the education of undergraduate and/or graduate students; and
2. One letter of reference (2 letters if the nomination is a self-nomination). Reference letters should come from individuals outside the program, and may include representatives of community agencies/organizations with whom the program is associated, graduates of the program (out for at least 3 years), or colleagues in other programs in the college/university or outside the college/university.
Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec 1 deadline.

JOHN KALAFAT AWARDS
John Kalafat’s life work integrated the principles and research of community psychology with their practical applications. John left a rich legacy in the published literature and in the many communities he helped strengthen. To continue his vision, two annual awards have been created in his honor.

THE COMMUNITY PROGRAM AWARD
This award will honor programs or initiatives that demonstrate a positive impact on groups or communities as validated by program evaluation; build foundational bridges between theory, research, and improving the world, and/or demonstrate excellence in integrating training and program development in crisis intervention.
Nomination Process: Self-nominations and nominations by SCRA students or colleagues will be accepted. Those submitting nominations should send the CV or resume for the organization head or key individual, organization description/mission statement, statement (maximum of four pages) regarding major social policy contributions of the organization, and up to three letters of support.
Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec. 1 deadline.

THE PRACTITIONER AWARD
This award will honor an SCRA individual who exemplifies John’s unique characteristics as mentor, teacher, and advocate, and especially his passion in making the benefits of community psychology accessible to all.
Nomination Process: Both self-nominations and nominations by SCRA students or colleagues will be accepted. Those submitting nominations should send the nominee’s CV or resume (full or abbreviated), statement (maximum of four pages) regarding major social policy contributions of the individual, and up to three letters of support.
Submission Deadline: Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the Dec. 1 deadline.

DON KLEIN PUBLICATION AWARD
TO ADVANCE COMMUNITY PSYCHOLOGY PRACTICE
The Don Klein Publication Award to Advance Community Psychology Practice is awarded biennially at the SCRA Biennial. The purpose of the award is to encourage and acknowledge excellence in promoting the field and practice of community psychology through publications with strong dissemination potential across disciplinary lines. The award will be presented biennially to recognize the publication that best exemplifies the practice of community psychology.
The criteria for the award shall include:
1. A publication whose authorship includes at least one SCRA member. Authors may be researchers, faculty, students or practitioners or any combination thereof, from any field, from any country.
2. Publications may include books, handbooks, videos, periodicals, tools, journals, practice manuals, evaluation tools, video productions and web based presentations and reference resources.
Nomination Procedures: Initial nominations should be sent to awards@scra27.org by the Dec. 1
24  FALL 2016  THE COMMUNITY PSYCHOLOGIST

**deadlines** and include:

1. The title and full citation of the nominated publication and the names and contact information of all authors.
2. A description, not to exceed one to three double-spaced pages, as to how the publication promotes exemplary community practice, and is consistent with, or promotes, the values of the field.

**Award:** Any member of SCRA may nominate and self-nominations are permitted. A $500 cash award will be presented to the authors of the winning publication at the Biennial. The first author will receive complementary registration to the Biennial.

**Submission Deadline:** Submit an electronic copy of the cover letter and award materials to awards@scra27.org by the **Dec. 1 deadline.**

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**SCRA FELLOWS**

*What is a SCRA Fellow?* SCRA seeks to recognize a variety of exceptional contributions that significantly advance the field of community research and action including, but not limited to, theory development, research, evaluation, teaching, intervention, policy development and implementation, advocacy, consultation, program development, administration and service. A SCRA Fellow is someone who provides evidence of “*unusual and outstanding contributions or performance in community research and action.*” Fellows show evidence of (a) sustained productivity in community research and action over a period of a minimum of five years; (b) distinctive contributions to knowledge and/or practice in community psychology that are recognized by others as excellent; and (c) impact beyond the immediate setting in which the Fellow works.

**Applications for Initial Fellow status must include the following materials:**

1. A 2-page Uniform Fellow Application (available at [http://www.scra27.org/members1/member-awards/scra-fellows/](http://www.scra27.org/members1/member-awards/scra-fellows/) and completed by the nominee);
2. 3 to 6 endorsement letters written by current Fellows,
3. Supporting materials, including a vita with refereed publications marked with an “R,” and
4. A nominee’s self-statement setting forth her/his accomplishments that warrant nomination to Fellow Status.

SCRA members who are Fellows of other APA divisions should also apply for SCRA Fellow status if they have made outstanding contributions to community research and action. Fellows of other APA divisions should send to the Chair of the Fellows Committee (fellow@scra27.org) a statement detailing their contributions to community research and action, 3-6 letters of support, and a vita.

**Nomination Process:** Complete nominations should be submitted electronically by **December 1, 2016** to fellows@scra27.org.
Society for Community Research & Action
Membership Application

Membership Contact Information:
First Name: __________________________ Last Name: __________________________
Address line 1: __________________________
Address line 2: __________________________
Address line 3: __________________________
City, State, Postal Code: __________________________ Country: __________________________
Telephone: __________________________ Email: __________________________
Academic or Institutional Affiliation: __________________________

Primary Job Title: __________________________
Secondary Job Title: __________________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member

_____ Fellow _____ Member _____ Associate _____ Student _____ Lifetime Member

APA Member Number (if known): __________________________

Please indicate any Interest Groups or Committees you would like to join:

_____ Aging _____ Organization Studies
_____ Children & Youth _____ Prevention & Promotion
_____ Community Action _____ Rural
_____ Community Health _____ School Intervention
_____ Cultural & Racial Affairs Committee _____ Self-Help & Mutual Support
_____ Disabilities _____ Social Policy Committee
_____ Interdisciplinary Committee _____ Environmental Justice
_____ International Committee _____ Women’s Committee
_____ Lesbian/Gay/Bisexual/Transgender Concerns _____ Indigenous
_____ Council of Education Programs _____ Council for Community Psychology Practice

May we include your name and contact information in the SCRA Directory? _____ Yes _____ No

The following questions are OPTIONAL; however, this information helps us better serve our members.

Sex: __ Female __ Male

Race/Ethnicity (check all that apply)

_____ Native American, Alaskan Native or Native Hawaiian
_____ Asian or Pacific Islander
_____ Black/African American
_____ Hispanic/Latino
_____ White/Caucasian
_____ Other: __________________________

Do you wish us to indicate in the database that you identify with a sexual minority group (e.g., lesbian/gay/bisexual/transgender)? _____ Yes _____ No

Do you wish us to indicate in the database that you are a person with a disability? _____ Yes _____ No

What year did you graduate? ____________
Membership dues enclosed (please write in amount):

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Member</td>
<td>$75.00</td>
</tr>
<tr>
<td>Student Member</td>
<td>30.00</td>
</tr>
<tr>
<td>International Member</td>
<td>60.00</td>
</tr>
</tbody>
</table>

Senior Member—must be 65 or over, retired, and a member of SCRA/Div 27 for 20 years
Are you retired? __ Yes __ No
What year were you born? ________
What year did you join SCRA? ________

Please consider supporting the following SCRA Initiatives by contributing to the following funds

<table>
<thead>
<tr>
<th>Initiative Fund</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCRA Student Initiatives Fund: support student initiatives, conference travel awards, poster presentation awards, and the mentoring initiative. If most members gave $10, this fund would gain $10,000 for student initiatives this year.</td>
<td>5.00 10.00 15.00</td>
</tr>
<tr>
<td>SCRA International Travel Grants Fund: bring international members to the Biennial Conferences. If most members gave $10, this fund would gain $10,000 to support international travel to future Biennials.</td>
<td>5.00 10.00 15.00</td>
</tr>
</tbody>
</table>

TOTAL: $ _______ __

Payment by:

☐ Enclosed check (made out in United States dollars, paid to the order of SCRA)
☐ Charge to my credit card: ____ Visa _____ MasterCard
   Name on Card: ________________________________
   Billing Address: ________________________________
   City: ____________________________ State: _____ Zip: _____________
   Security Code: _____________

Authorized Signature: ________________________________

Expiration Date: ____ / ____
   month / year

Please send form and credit card payment information or check to:
SCRA (Div 27), 4440 PGA Blvd #600, Palm Beach Gardens, FL 33410.
Name on Card
Annual membership is based on a calendar year, January 1st through December 31st.
One year's dues are payable in full with application.
Those joining in November or December will be extended through December 31 of the following year.

Thank you for your support of the
Society for Community Research & Action
ABOUT The Community Psychologist

The Community Psychologist is published four times a year to provide information to members of the SOCIETY FOR COMMUNITY RESEARCH AND ACTION. A fifth Membership Directory issue is published approximately every three years. Opinions expressed in The Community Psychologist are those of individual authors and do not necessarily reflect official positions taken by SCRA. Materials that appear in The Community Psychologist may be reproduced for educational and training purposes. Citation of source is appreciated.

TO SUBMIT COPY TO The Community Psychologist

Articles, columns, features, Letters to the Editor, and announcements should be submitted as Word attachments in an e-mail message to Dan Cooper and Tiffany McDowell at TCP@scra27.org or by postal mail to the editors: c/o Institute on Social Exclusion, Adler University, 17 N. Dearborn, Chicago, IL 60602. Authors should adhere to the following guidelines when submitting materials:

- **Length**: Five pages, double-spaced
- **Images**: Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. Photo image files straight from the camera are acceptable. If images need to be scanned, please scan them at 300 dpi and save them as JPEGs. Submit the image(s) as a separate file. Please note that images will be in black and white when published.
- **Margins**: 1” margins on all four sides
- **Text**: Times New Roman, 12-point font
- **Alignment**: All text should be aligned to the left (including titles).
- **Color**: Make sure that all text (including links, e-mails, etc.) are set in standard black.
- **Punctuation Spacing**: Per APA guidelines, make sure that there is only one space after periods, question marks, etc.
- **Graphs & Tables**: These should be in separate Word documents (one for each table/graphs if multiple). Convert all text in the graph into the consistent font and font size.
- **Footnotes**: Footnotes should be placed at the end of the article as regular text (do not use Word footnote function).
- **References**: Follow APA guidelines. These should also be justified to the left with a hanging indent of .25”.
- **Headers/Footer**: Do not use headers and footers.
- **Long quotes**: Follow APA guidelines for quoted materials.
- **Preferred email**: Please provide an email address for all authors so that readers can contact you directly and for you to be notified of commentary posted on the SCRA website in reference to your submission.

UPCOMING DEADLINES:


SUBSCRIPTION INFORMATION:

The Community Psychologist and the American Journal of Community Psychology are mailed to all SCRA members. To join SCRA and receive these publications, send membership dues to SCRA (Div 27), 4440 PGA Blvd., #600, Palm Beach Gardens, FL 33410. Membership dues are $30 for student members, $75 for United States members, $60 for international members, and $15 for senior members (must be 65 or over, retired, and a member of SCRA/Division 27 for 25 years; senior members will receive TCP but not AJCP). The membership application is in each edition of The Community Psychologist.

CHANGE OF ADDRESS:

Address changes may be made online through the SCRA website <www.scra27.org>. Address changes may also be sent to SCRA(Div 27), 4440 PGA Blvd., #600, Palm Beach Gardens, FL 33410. Email: <office@scra27.org>. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., NE, Washington, DC 20002-4422.