

Success in Attracting and Retaining Diversity

These notes were taken by staff of the Office of Program Consultation and Accreditation. They are not intended as official documentation of the presentation; rather they represent a broad summary of the presentation and discussion.

Winfrey

- Introduced the members of the plenary session. CoA asked Training councils and APPIC to select presenters to discuss successful programs or council activities in recruiting and retaining faculty, students, and/or staff who represent diversity.
- Diversity is broadly defined in the G&P. The examples listed for diversity represented in the G&P are not meant to be exhaustive, but there are many more items that represent diversity. Examples include age, disabilities, language, national origin, religion, sexual orientation, and social economic status.
- Domain D has two standards.
 1. Systematic, Coherent and Long Term Efforts to not only attract, but retain students, faculty, and staff from underrepresented populations.
 2. Thoughtful and coherent plan to provide students with knowledge and experiences so they can relate the information to the science and practice of professional psychology.
- There are also diversity standards located in Domain B and Domain E of the G&P.
- Several general strategies and conditions have been effective in recruitment and retention such as adequate funding, administrative support, education and raising awareness, and maintaining a supportive environment.

Dobbins from NCSPP

- Sent out a brief survey via email pertaining to the activities and strategies on ethnic/racial diversity issues. Yielded responses from approximately 15 programs. 34 different types of activities and strategies were condensed into five categories:
 1. Student Retention
 - Funding support for diverse students (stipends and tuition remission)
 - Annual Diversity Conference
 - Annual Diversity Award to faculty/ student
 2. Student Recruitment
 - Recruitment in rural / population specific areas
 - Recruitment fairs / GRE forums (HBCU or regional colleges)
 3. Administration

- Clearly defined locus and focus for management of diversity and inclusion within the organizational culture
- Maintain an affirmative climate that pays attention to social adjustment of student and faculty who identify as being from underserved groups
- Administrative leadership philosophy must be that diversity is a strength to be cultivated in the organization

4. Management

- The “Intentional Growth Model” (Highlighted Widener’s Graduate Fellowship announcement. Efforts have been successful in retaining students and faculty of underrepresented populations.)

5. Recruitment for Faculty and Student Selection

- Inclusion of diverse student and faculty/staff in interviews

Klonoff from CUDCP

- Reasons why programs do not have underrepresented students

1. Location

2. Money

3. GREs – looks on paper that the student might not succeed in the program

- Ways to increase diverse representation

1. Diversity Fair

- DCTs bring materials about their programs.
- Students have poster sessions and have the opportunity to talk to DCTs.
- Encourage students as young as their sophomore year to form relationships.

2. Talk to students in the McNair program, Core, etc. to create a pool of students beginning at the undergraduate level.

Duan from CCPTP

Recruitment of Diverse Students

- At this point of time, 25% to 35% of student body is students of diverse cultural and individual backgrounds. This is common among Counseling Psychology training programs across the nation, even in many programs located in parts of the country where diversity is rare.
- Key to success is making continuous and systematic Top-Down and Grass root level efforts simultaneously.
- Role of national professional organizations (i.e. CoA, Division 17, and CCPTP) is important as they provide structures, guides, and motivation for programs to pursue their missions and goals consistently.
- To recruit and maintain diverse faculty, work with the administration is needed. Getting faculty involved with different committees, various leadership roles, offering workshops and educational programs, and inviting the dean and other members to multicultural events may increase understanding and show support to recruit and retain diverse staff.

- At the program level, focusing on the following areas may recruit the best and diverse students:
 1. Advertising – actively advertise programs with a strong emphasis on diversity
 2. Attracting – attract diverse applicants by making the program a friendly place for them.
 3. Advising – respond to potential applicants’ inquiries by giving them all needed information and helping them see what can be expected from the program.
 4. Assisting – pair up students with mentors; help them apply for funding, orient them to see the potential of the larger community.

Hsu from APPIC

Recruitment of Diverse Interns and Postdoctoral Residents

- Internships and Postdoctoral programs have the challenge of offering a culturally diverse environment over the course of one year.
- Diversity is key because:
 1. It strengthens cultural competence in mental health care.
 2. It increases intellectual engagement and valuing of diverse perspectives.
 3. It increases a respect for individual and cultural differences.
 4. It places an emphasis on social justice and public service.
- Overall Strategies:
 1. Advertisement
 2. Recruitment and selection processes
 3. Mentoring
 4. Didactics and training opportunities
 5. Creating a “diversity-friendly” work environment
 6. Long-term view with ongoing and continually evolving efforts
 - Also, have all interns/fellows to consult an expert on diversity issues and conduct treatment and assessments with patients from different cultural backgrounds than themselves.
 - Make connections with community agencies serving diverse populations. Also, make connections with community members, including those from diverse faith communities.
 - Seek grant funded opportunities to engage in community oriented clinical training and research and otherwise support ongoing research on diversity issues by faculty.

Biaggio

- Broad-based strategies for diversity recruitment and retention
 1. Continually strive for greater understanding by reading, studying, and thorough research.
 2. Partner with diverse faculty and students and learn as much as you can from them. For example, seek input from the new student with a mobility disability on how not

only to best accommodate his/her needs but how to sensitize the whole learning community. Talk to the new Latina faculty member who is overwhelmed with requests to serve on campus committees and ask how her load can be shared and support her efforts towards promotion and tenure. Ask GLBT faculty and staff what employment benefits will support them and work to implement such benefits.

3. Question and analyze prevailing beliefs and practices that may impede our progress toward understanding and facilitating recruitment and retention efforts.