

BROADENING DIVERSITY RECRUITMENT EFFORTS

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Domain D : Cultural and Individual Differences and Diversity

D1 :

The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities of a broad spectrum of individuals.

A Broadened Definition of Diversity : A5 of the Guidelines and Principles

- Throughout the Guidelines and Principles document, the phrase, "cultural and individual diversity" refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status (see page 6 of the G&P).

How can programs benefit from a broadened definition of diversity?

- The training environment becomes a microcosm of our larger contemporary society
- Diverse perspectives are incorporated into the training environment
- The program can make contributions to the growing database focusing on multiculturalism
- The program is actively contributing to a more ethnically and culturally diverse work force within professional psychology

Other Kinds of Diversity: Who, What and How?

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DEFINITION OF DIVERSITY INCLUDES

✓ Age	✓ National origin
✓ Disabilities	✓ Race
✓ Ethnicity	✓ Religion
✓ Gender	✓ Culture
✓ Gender Identity	✓ Sexual orientation
✓ Language	✓ Social economic status

- Will be discussing those areas of diversity less frequently considered
- One of the most important is the interaction among more than 2 or more of these

	Outside Person is Correct	Outside Person is NOT Correct
Diverse Aspect is "Recognizable"		
Diverse Aspect is NOT "Recognizable"		

- People get into trouble when they believe (and then act on the belief) that they recognize, know, and understand the diverse experience of another person
- Impact of broader definition for of diversity for both students and faculty in three areas
 - Admissions
 - Institutional Climate
 - Mentoring

ADMISSIONS/HIRING

- Who do you interview?
- How do you decide?
- Who does the interviewing?
- Exactly what does “fit” mean and are you applying it fairly to all applicants?
 - Examples of good and bad actions during the interviews
 - Asking the interviewee

- How to make diverse people feel welcome
 - Attending to unique requests and requirements specific to that person (e.g., dietary requirements)
- Look at décor and see if there are any subtle or not so subtle messages in it
 - Less like to have “swimsuit” calendar hanging up but may have other offensive things in personal or other areas

CLIMATE

- Particularly for the “unrecognizable” diverse characteristics, people often say or do things that are incredibly insensitive
 - Good example is political beliefs
 - Faculty often make assumptions about students’ politics that may end up hurting students

- Issue of “what counts” for CoA
- Many of the demographic characteristics that might fall into one of the 12 categories are not things DCTs feel comfortable asking about
- Some are things students (or faculty) do not feel comfortable answering
 - May not want to reveal sexual orientation, poverty status

- May need to develop ways of collecting data that do not put students or faculty “at risk” either in reality or in their own minds
 - Totally anonymous surveys where people merely check off all the characteristics that apply
- Who should change to accommodate differences: the student or the training environment?

- Often issue is not demonstrating that you have attracted diverse population but the efforts put into doing so
- Venues in which your program is advertised
- Meetings your faculty and students attend
- Research being done by your faculty
- All contribute to information outsiders use to decide what the climate may be like in your program

- Professionalism in interactions is best approach
- Acceptance is communicated not only by faculty and students but by staff and others as well
- Need to look at the “culture” of your program and ask yourself what does that “culture” communicate to people from the outside
 - Does that communication increase or decrease your ability to attract diverse students and faculty?
 - What might you do to make your program more diverse-friendly?

MENTORING

- Sometimes faculty fail at mentoring diverse students
- Could be because they are attempting to produce “clones” of themselves
- Could be because they lack understanding of the parameters of the student’s experiences
- Has direct negative impact on retention of both students and faculty

- For example people don't like to be at a place where they feel they are the "only one" or the token
- Faculty in particular are often asked to speak on behalf of their entire status group
- Asked to serve on many committee and boards in order to have "diverse" voice
- May be burden to faculty and students who are trying to get work done

- ▣ New faculty who themselves just had bad experiences in program often want to make life better for incoming, similar students
- ▣ May not always be possible to do
- ▣ Most important characteristics are flexibility, empathy, and understanding

THINGS TO DO

- Inform students of listservs or other resources for students in groups at beginning
- Make time and resources available to students who want to interact with others with similar issues
- If you are well networked and know faculty or students in other institutions who may have similar backgrounds, make an effort to bring together

- ▣ Division 40 has diversity network where students interested neuropsychology of underrepresented groups who are at programs where no one is studying this are put in touch with faculty at other programs
- ▣ Provide datasets, support, mentoring

- ❑ Sometimes going to fail
- ❑ Will not be able to provide student with necessary support, mentoring or whatever for myriad reasons
- ❑ Need to persevere

Applying Principles of Recruitment and Retention of Diverse Students, Interns, Fellows, Faculty and Staff:

Sexual Orientation and Gender Identity

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Sexual Orientation and Gender Identity 101

- ❑ Sexual Orientation- enduring sexual attraction to same sex
 - Lesbian, Gay, Bisexual, "Queer", Heterosexual
- ❑ Gender Identity- internal perception of own gender
 - Transgendered- gender identity differs from biological sex
 - Cisgendered- gender identity matches gender assigned at birth
- ❑ Ally- affirmative supporter and advocate that does not identify as LGBTQ

Laying the Foundation

- ❑ Systematic, coherent and long-term efforts to expand certain aspects of diversity with a program will alter the program itself
- ❑ It is easy to launch superficial, cosmetic changes that have little impact at best and create harm at worst
- ❑ Cosmetic changes can sometimes attract, but will always disappoint
- ❑ Several principles underlie successful diversification of students, interns, fellows, faculty and staff

Principle 1: Preparation Before Recruitment

- A program should complete a personal “inventory” before creating a recruitment and retention plan that emphasizes gender identity and sexual orientation
 - What do we believe about sexual orientation?
 - What do we believe about gender identity?
 - What do we know about each?
 - Are we prepared to authentically support LGBTQA people in our program?

- Do we need consultation/ assistance from someone that knows these areas better?
- Are we willing to devote resources (time, attention, energy, money, focus) to supporting LGBTQA people in the program?
- Are we prepared to support increased dialogue about sexual orientation and gender identity in all arenas?
- Are we able to value work in the areas of gender identity and sexual orientation as deeply as work in other areas (i.e., tenure, dissertation, funding)?

- What resources/expertise already exists in our program? How affirmative/informed is our program?
- Are we prepared to change and grow?
- Are we prepared to handle problems that may occur amongst interns, fellows, students, faculty and staff as they interact in increasingly diverse groups?

Principle 2: Diversity in Combination

- Many believe that only non-White or non-heterosexual people are “diverse”
- Everyone is diverse
- Creating a diverse group of interns, fellows or faculty requires people with all types of backgrounds. This means that your recruitment and retention plan includes dominant and non-dominant culture members alike

Principle 3: Attracting Some May Repel Others

- ▣ Active recruitment and retention of LGBTQIA people and a greater emphasis on issues of sexual orientation and gender identity may have secondary effects
 - Some people may choose not to enter your program because of the program's openness to these areas
 - People in the program may challenge old ways of doing things and encourage integration of diversity in areas a program hadn't yet considered

Principle 4: Walk The Walk

- ▣ It shouldn't just be packaging
- ▣ To support and retain a diverse group of faculty or a diverse student body, a program must integrate issues related to diversity into its training and infrastructure
- ▣ Requires that the program creates a way of systematically incorporating issues of sexual orientation and gender identity into basic program decisions and functioning (i.e., evaluation methods, dissertation, post doc rotations, didactic training, course evaluations)

Principle 5: Create a Sculpted Plan

- ▣ Create a specific plan to recruit and retain LGBTQIA people and to create a supportive/encouraging environment
- ▣ 5 Stages of Recruitment and Retention
 - Location
 - Attraction
 - Admission
 - Initial Retention
 - Completion

Principle 6: Outcome Data Feedback Loop

- ▣ Continual improvement and evolution rather than finishing
- ▣ A successful recruitment and retention plan should be regularly assessed and improved
 - Is it effective?
 - How should our work in these areas be deepened?
 - How can we do a better job of supporting those we recruit?
 - What does the data tell us?
 - What haven't we asked that we need to explore?

3 Levels of Change

- To create a supportive and encouraging environment, and to create a program that authentically welcomes GLBTA people, programs experience 3 levels of change
 - Level 1: Cosmetic
 - Level 2: Integrated
 - Level 3: Infra-structured

Level 1: Cosmetic

- Pictures on web site, in catalogs and in other program materials
- Occasional, optional extra-curricular presentations and colloquia address issues of sexual orientation and gender identity
- Issues mentioned in program FAQ's
- GLBTA issues mentioned during interviews and recruitment

Level 1: Cosmetic

- Reference to Guidelines for Psychotherapy with Lesbian, Gay and Bisexual Clients <http://www.apa.org/pi/lgbt/guidelines.html> but little integration into clinical work or other learning
- GLBTA issues mentioned in program descriptions
- GLBTA issues included in a diversity course or in a diversity didactic presentation

Level 2: Integrated

- Some adjunct faculty and other contributors are from a range of sexual orientations and/or are transgendered
- Affirmative and accurate specialty coursework or didactic training offered on sexual orientation and gender identity
 - Working With GLB Clients
 - Gender and Gender Identity (male and female psychology, transgendered experience)

Level 2: Integrated

- ❑ Books, films, articles are regularly obtained that address GLBTA issues
- ❑ Practica and/or clinical opportunities are cultivated that include GLBT populations
- ❑ Visible presence of GLBT people in the program
- ❑ GLBTA issues included in some non-specialized didactic training
 - Family Systems, Couples, Interviewing, Therapy
 - Lifespan, Assessment, Trauma, Health Psychology

Level 2: Integrated

- ❑ Some resources are devoted to GLBTA issues
 - \$ given for a colloquium or special presentation
 - a research group focuses on GLBTA issues
- ❑ Recruitment ads placed in GLBTA visible locations
 - Division 44 and 35 Newsletters, Association for Women in Psychology, APAGS Sexual Orientation Section
- ❑ Heterosexual ally issues are addressed in addition to GLBT issues

Level 3: Infra-structured

- ❑ Sexual orientation and gender identity are included in institution's and program's non-discrimination policy
- ❑ Domestic Partnership benefits for everyone (LGBTH)
- ❑ Resources of value are consistently devoted to developing a diverse program
- ❑ Issues of sexual orientation and gender identity are integrated into the program's objectives and competencies
- ❑ Teaching/mentorship/research in GLBTA issues are valued activities, rewarded as highly as other areas

Level 3: Infra-structured

- ❑ Evaluations and/or competency exams specifically address GLBTA sensitivity
- ❑ Commitment to GLBTA issues is weighted in admission and hiring choices
- ❑ Efforts are sustained across time
- ❑ Program is identified as a resource in sexual orientation and gender identity issues within the community
- ❑ All aspects of curriculum/training are systematically examined to ensure infusion of GLBTA issues

Level 3: Infra-structured

- ❑ Students, interns and fellows can safely raise questions about gaps in inclusiveness
- ❑ Faculty, supervisors, staff and administrators can tolerate questions about gaps in inclusiveness, non-defensively self-reflect and use insight to improve
- ❑ GLBTA issues specifically articulated in program's definition of diversity
- ❑ Some core faculty, primary supervisors and/or administrative leaders are GLBTA