

## **Resolution to Enhance Ethnic Minority Recruitment, Retention, and Training in Psychology**

### **JUSTIFICATION STATEMENT**

#### **1. The historical perspective relevant to the proposed resolution.**

The Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) was a 15-member advisory and governance group. The APA Board of Directors established the Commission in 1994 in response to an Association resolution that identified “*the recruitment, retention, and training of ethnic minorities in psychology as one of the Association’s highest priorities...*”

Then APA President, Ronald E. Fox, charged CEMRRAT to review and synthesize existing data on minority recruitment, retention and training, describe the components that affect success, identify barriers and obstacles, provide recommendations for development and implementation of innovative models, define the role of organized psychology, and develop a five-year action plan. CEMRRAT fulfilled this charge by engaging in strategic planning and product development aimed at promoting creative transformation of education, research training, and practice in psychology.

The comprehensive research and accomplishments of the Commission were published in January 1997 in *Visions and Transformations: The Final Report*. The report also included an APA-adopted Action Plan. Since the publication of that report, CEMRRAT2, a 4-member task force, has been charged with overseeing the implementation of the APA CEMRRAT Plan. The CEMRRAT Progress Report, *Portrait of Success and Challenge: 1997-2005*, reports on the status of *Plan* implementation and outlines related future directions.

#### **2. Likely degree of consensus among APA constituents.**

Each of the current task force members is the designated representative of one of APA's four major governance boards. As well, one of the major accomplishments of CEMRRAT and the CEMRRAT2 Task Force is the "seeding" of the original and current members in other APA governance groups. This strategy has served to plant the CEMRRAT vision throughout APA and increase participation of ethnic minorities in APA governance. The demonstrated effectiveness of the Task Force, and the individual and collective expertise and credibility of its members should be ample reason to expect well fostered consensus among APA constituents for continued support.

**3. Likelihood of the resolution having a constructive impact on public opinion/policy, assessment, consultation and training.**

The underlying theme of the resolution reflects the objectives and goals of the APA/CEMRRAT Plan. This plan seeks to promote and improve multicultural training in psychology through evaluation and innovation of teaching materials and resources, strengthen diversity efforts related to accreditation and licensing standards, train psychologists to play nontraditional roles to meet the needs of diverse communities. The Plan also seeks to promote ethnic minority student recruitment, retention, and graduation by encouraging inter-institutional networking, mentoring, and other related activities. It calls for improved ethnic minority faculty recruiting and hiring practices, retention, and department/program diversity capabilities. It seeks to encourage APA to provide national leadership for diversity and multiculturalism in education, science, and human services. Finally, it promotes data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training

To execute the APA CEMRRAT Plan, the Task Force recommends that APA develop and implement a national public education campaign on diversity in post-secondary education and the workforce. Recommendations also include the development of an APA Research Agenda of critical information and data needed to better understand the developmental processes and institutional procedures associated with effective recruitment, retention, and training of ethnic minorities. Such an agenda would be used for advocating research funding priorities of federal and private research funding agencies. It also would be used to develop a comprehensive, strategic approach to advocacy for federal, state, and foundation funding of ethnic minority training throughout the psychology education pipeline.

The continued realization of these goals will continue to influence the training of ethnic minorities in research and practice careers in psychology. The Task Force has invested 13 years of effort into developing policies and practices to make this possible. Implementing these policies and practices increases the ability of the Association, and the discipline to better meet the needs of rapidly growing population.

**4. The Resolution's relevance to psychology and psychologists and importance to psychology or to society as a whole.**

Ethnic minority representation has increased at all levels of psychology's education pipeline, but continues to exhibit constriction at higher levels of the pipeline. Between 1996 and 2002, the representation of ethnic minority recipients of BA degrees in psychology increased by 30%, and the number of ethnic minority recipients of masters degrees in psychology increased by 62.1%. Between 1996 and 2003, the number of ethnic minority doctoral recipients increased by only

7.1%. Between 1997 and 2001, new ethnic minority doctoral recipients decreased their participation as postdoc fellows by 26.1%. In 2001, ethnic minorities constituted only 11% of the nation's full-time psychology faculty.

These advances, while positive, do not suggest that our work is done. Instead, it is just beginning. Changes in the demographics of the field of psychology are mirrored in our national population. According to the year 2000 data of the U.S. Census Bureau, ethnic minorities constitute about 30% or nearly one-third of the United States' population. Furthermore, it is projected that by 2060, ethnic minorities will have become the majority, constituting 50.4% of the resident population.

The future of our nation and profession will be shaped by its increasing racial, ethnic, and cultural diversity. Educational institutions and psychology, as a whole, will be expected to enrich and enhance the academic and socialization experience of their students by diversifying the cultures of their environments. This will require development and implementation of a plan for recruiting, valuing, and nurturing diverse cultural perspectives and for extending a hospitable environment to all people. Encouraging such diverse perspectives will serve to expand the discipline's ideologies, paradigms, and methodologies, and spark a renaissance of new knowledge. Continued support of the goals and implementation strategies of the CEMRRAT2 Task Force is vital to ensuring that psychology will continue to meet society's ever growing needs.