

## SUINN MINORITY ACHIEVEMENT AWARD WINNERS

### 2011 WINNER

#### ***Links & Shoulders***

#### **APA Annual Convention Program**

#### **APA Society for the Psychological Study of Ethnic Minority Issues (Division 45)**

This year marked an important development in the evolution of the CEMRRAT2 Task Force's efforts to recognize programs and/or activities that have successfully contributed to the development and production of ethnic minority psychologists. The 2011 Suinn award was presented to the APA Society for the Psychological Study of Ethnic Minority Issues (Division 45) for its long-time convention program, Links & Shoulders. This program is unique in that it was first offered in 1999 in response to an urgent need to support graduate students of color in psychology, taking part in APA's annual meeting. The nature and purpose of the Links & Shoulders program was to promote an informal, conversational-style setting whereby students of color would have an opportunity to meet and network with psychologists of color from various domains in psychology. Early career, well-established, and eminent psychologists have volunteered countless hours to the Links & Shoulders effort intended to foster mentorship opportunities and relationships that often have benefitted the professional and career development of both students and professionals in psychology. Many continue the tradition and more importantly, those who once sought mentorship are now returning to provide mentorship to the next generation of psychologists of color. By many accounts, this program has contributed significantly to the lives and career successes of many psychologists of color. The CEMRRAT2 Task Force was pleased to bestow its 2011 Suinn award to Division 45's Links & Shoulders convention program as the division celebrates its 25th anniversary.

### 2010 WINNER

#### **Alliant International University**

#### **California School of Professional Psychology, Los Angeles**

#### **Clinical PsyD Program**

**Program Director:** David Katz, PhD

**Nominating Student:** Tioana White

Central to the program's education and training philosophy is its commitment to multiculturalism. More importantly, this is an institutionalized, systems-wide commitment that has proven beneficial to a much broader spectrum of the University's structure. Faculty and students of color as well as non-ethnic minorities gain from multicultural education and training experiences and information, as well as enhance learning skills and abilities when exposed to multiple perspectives of a diverse faculty and student body. The program's success with ethnic minority training and graduation is due in no small measure to the fact that support, mentorship, teaching and training is grounded in a fundamental value and belief that multicultural education and training, as well as multiculturalism are critical, essential tools for all psychologists in the 21st century to develop and master in her/his professional lives as practitioners, educators, and researchers in psychology. Moreover, collaborations between professors and students of color in the past five years has produced many national-level conference papers/presentations and a journal article of which the students are co-authors.

- Students of color represent 50% of the program's current student enrollment
- Over the past five year period, students of color represented 50% to 61% of all students who earned doctoral degrees
- One of the nation's leaders in awarding doctorates to ethnic minority students, especially in psychology.

### 2009 WINNER

#### **University of Kansas**

#### **Clinical Child Psychology Program**

**Program Director:** Michael C. Roberts, PhD

**Nominating Student:** Sangeeta Parikshak

- Ethnic minorities represent 38% (10 out of 26) of students currently enrolled.
- Ethnic minorities represent 31% (50 out of 163) of students enrolled in the past five years.
- Ethnic minorities represent 21% (6 out of 29) of students who have earned doctoral degrees in the past five years.
- Program actively seeks targeted scholarships, fellowships, and other sources of financial support for all ethnic minority students.
- All students are required to take a diversity course, and all courses include a consideration of issues related to ethnic minority populations.

- Over the past five years, faculty/student collaborations produced more than 25 papers and book chapters, on which ethnic minority students were co-authors.
- Ethnic minority students represent an average of 31% of each enrollment class for the program, compared to 12% for the entire university.

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## 2008 WINNER

### Western Michigan University

#### Counseling Psychology Doctoral Program

**Training Co-Directors:** Lonnie Duncan, PhD and Eric Sauer, PhD

**Nominating Student:** Kenlana Burton

The Western Michigan University Counseling Psychology Doctoral Program was developed in 1978. The program trains its students based on a scientist-practitioner model. The program's curriculum and practical experiences reflect a belief that theory, research, and practice are interdependent and complementary. These impressive numbers are due in part to the fact that, during that period, the department awarded more than \$350,000 in apprenticeship support and the University awarded more than \$540,000 in fellowship support to ethnic minority students.

- Ethnic minorities represent 28% of the program's current student enrollment.
- In the past five years, minorities represented 29% of all students who earned doctoral degrees.
- The department awarded more than \$350,000 in apprenticeship support to ethnic minority students between the 2003/04 and 2007/08 academic years.
- Western Michigan University awarded more than \$540,000 in fellowship support to ethnic minority students, in the past five years.

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## 2007 WINNERS

### Wright State University

#### School of Professional Psychology

**School Dean:** John Rudisill, PhD

**Nominating Student:** Kayana Jackson

In 2006, Wright State University took home the honorable mention award and with their commitment to recruitment and graduation of ethnic minority students; this year they claimed the 2007 Suinn Minority Achievement Award. The following figures and facts strongly speak to the unfaltering commitment of Wright State University's goal to recruit, retain, and graduate students from ethnic minority groups:

- Over \$900,000 dollars per year is set aside for financial support to ethnic minority students.
- 45% of total enrollment in the School of Professional Psychology is ethnic minority students.
- Diversity Inclusion Committee is committed to focusing on ethnic minority issues and bringing them to faculty and students.
- The school has a 97.7% student retention rate and 99.2% ethnic minority student retention rate.
- The school has developed a Diversity Dissertation Award to award students who engaged in research and scholarship on ethnic minority issues.
- Issues of cultural diversity are fully integrated into core courses, adding required courses through the recent implementation of the Diversity Integration Series.

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### DePaul University

#### Clinical Psychology Program

**Department Chair:** Christopher Keys, PhD

**Training Director:** Kathryn Grant, PhD

**Nominating Students:** LaRae Holliday

At DePaul University, cultural inclusion is promoted in all aspects of the Clinical Psychology PhD program's curriculum and complemented with clinical practicum experiences that reach out to community of color and underserved populations in the Chicago area. The following data convincingly underscore the department's commitment to promote ethnic minority persons and issues in psychology:

- 43% (25 of 43) total enrollment in the clinical psychology program is ethnic minority students.

- The program also hosts annually a "Student of Color Breakfast" for interested ethnic minority students to interview and meet with students of color currently enrolled in the program.
- Ethnic minority students received full tuition and stipends annually.
- 5 of 13 faculty members are of ethnic minority groups.
- The department had created a standing diversity committee, made up of faculty and students who are creating and maintaining a diverse environment internally and addressing diversity issues as they rise.

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### **Lehigh University**

#### **Department of Education and Human Services**

**Department Chair:** Diane Hyland, PhD

**Graduate Program Director:** Ageliki Nicolopoulou, PhD

**Nominating Student:** Matthew Malouf & Anju Kaduvetoor

Lehigh University's commitment to ethnic minority retention and graduation is evident in its numbers and successes of ethnic minority doctoral students. The Counseling Psychology program at Lehigh exhibits commitment to promote cultural competence, increase diversity throughout the university, and dedicated incalculable hours of work to ensure their students benefit from all aspects of a culturally focused environment. The following figures and facts are noteworthy:

- 48% of all students enrolled are of an ethnic minority background.
- 32 doctoral students in the past five years have been admitted into the counseling program.
- Ethnic minority students receive research assistantships to help supplement their costs and gain publication experience.
- The Diversity Task Force was created to help spread diversity in all classes and now has implemented a required multiculturalism classes that are taught in classes even outside of the program.
- In 2006, 50% of doctoral student graduates were ethnic minorities.

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### **2006 WINNERS**

#### **Florida International University**

##### **Life- Span Developmental Psychology Department**

**Department Chair:** Suzanna Rose, PhD

**Training Director:** William Kurtines, PhD

**Nominating Student:** Calonie Gray

Increasing diversity and multicultural competence in research is a crucial goal of the Florida International University. Multicultural awareness and competence training is widespread in all the courses offered in the program. The data shows the program's diligent efforts to increase recruitment and retention of ethnic minorities:

- 67% ( 24 out of 36) students currently enrolled are ethnic minorities
- Within the past five years enrollment has increased from 53% in 2001 to 67% in 2005.
- In 2005, 80% of doctoral students that completed the program were ethnic minorities.
- All ethnic minority students in 2005 who requested funding received teaching or graduate assistant ships.

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#### **Graduate Center, City University of New York**

##### **Social- Personality Psychology Subprogram**

**Department Chair:** Joseph Glick, PhD

**Training Chair:** William E. Cross, Jr., PhD

**Nominating Students:** Danielle L. Beatty, Justin T. Brown, David M. Frost, Valerie Futch, Anne Gancarz, Jaicy John & Sara McClelland

At the Graduate Center, City University of New York, a primary emphasis of the program is to promote mentorship between faculty and students. The program's philosophy nurtures faculty and student collaboration on research studies that address issues relevant to underserved populations and social justice. Their commitment to recruitment and retention of ethnic minority students is evident by the following:

- 44% (21 out of 48) of the students enrolled in the subprogram are ethnic minorities.
- In the 2004-2005 school year, 56% of graduated doctoral students were ethnic minorities.
- Within the past five years the program has increased ethnic minority enrollment from 30% to 44% and 0% to 56% in completion.

- Mentorship are a vital component of the training experience, most students have more than one mentor throughout the entire program.

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**Arizona State University**  
**Counseling Psychology Program**

**Department Chair:** Sam Green, PhD

**Training Chair:** Sharon Robinson Kurpius/Terrence Tracey, PhD

**Nominating Student:** Tuyen Pham, MA

Arizona State University is described by the nominating student as “the training ground for ethnic minority scholars, and a champion of diversity and multicultural issues”. The department’s goal of recruitment and retention is evident by the following:

- 52% of the students currently enrolled in the program are ethnic minorities.
- Over the past five years, the Counseling program has shown an increase in enrollment of ethnic minority students from 25% in 2001 to 52% in 2005.
- The number of doctoral degrees awarded to ethnic minority students in the past five years increased from 0 in 2001 to 5 students in 2005.

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**2005 WINNERS**

**The University of Michigan**  
**Department of Psychology - Clinical Psychology Program**

**Department Chair:** Richard Gonzales

**Training Director:** Sandra Graham-Berman

**Nominating Students:** Carmen Alcantara, Rita Chang, Joyce Chu, Hilda Halabu, and Amy Tsai

Fittingly and justly, the Clinical Psychology program at the University of Michigan was awarded the 2005 Suinn Minority Achievement Award, leading the University of Michigan to claim its second Suinn Award in three years. The following figures and facts strongly speak to the unfaltering commitment of the University of Michigan Clinical Psychology program to recruit, retain, and graduate students from ethnic minority groups:

- 62% (18 out of 29) of students who have obtained a PhD in the last five years were students of color.
- 56% (18 out of 32) of all current clinical psychology students are ethnic minority students.
- 100% and 98% retention rates for ethnic minority students in the last five and ten years respectively.
- 100% of students are guaranteed five full years of financial support.
- 58% of the clinical faculty are members from ethnic minority groups.
- Issues of cultural diversity are fully integrated into core courses, and opportunities for students to conduct research on ethnic minority issues at the local, national, and international levels are abounding. Last,
- Ethnic minority students are appointed to serve on the Admissions Committee of the clinical program.

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**The University of Wisconsin - Madison**  
**Department of Counseling Psychology**

**Department Chair:** Bruce E. Wampold

**Training Director:** Alberta M. Gloria

**Nominating Students:** Le Ondra Clark, Erica Chu, Mariko Lin

At the University of Wisconsin, Madison, cultural inclusion is promoted in all aspects of the Counseling Psychology PhD program’s curriculum and complemented with clinical practicum experiences that reach out to community of color and underserved populations in the Madison area. The Department of Counseling at the University of Wisconsin, Madison has been awarded the 2005 Suinn Minority Achievement Award as a tribute to its unremitting championing of the recruitment, retention, and graduation of ethnic minority students in psychology. The following data convincingly underscore the department’s commitment to promote ethnic minority persons and issues in psychology:

- 80% (4 out of 5) of 2005 PhD recipients are ethnic/racial minorities.
- 54% (20 of 37) of students who earned a PhD in the last five years were members of ethnic/racial minority groups.
- 50% (4 out of 8) of 2005 cohort are racial/ethnic minority students.
- 37% (14 of 37) of doctoral students enrolled full time in the Counseling Psychology doctoral program in the past five years were ethnic/racial minorities;

- 97% retention rate for students of color has been consistent for the last 15 years;
- 44% of the core faculty members belong to ethnic/racial minority groups, and provide ethnic students with the opportunity to identify with real professional models.
- An Advanced Opportunity Fellowship (AOF) is designed for and granted on a need-base to African American, Native American, Hispanic, and Southeast Asian students.

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**Howard University**

**Department of Psychology - Clinical Psychology Program**

**Department Chair:** Jules Harrell

**Training Director:** Dominicus So

**Nominating Students:** Deepan Chatterjee

As the first APA accredited Clinical Psychology program housed in a historically black university (HBCU), Howard University Clinical Psychology Program has been at the fore of all the efforts to increase diversity and ethnic minority representation in psychology. The Clinical Psychology program at HU was awarded the 2005 Suinn Minority Achievement Award for its unyielding commitment to promote cultural competence, health disparity issues, and interdisciplinary transitional health care for ethnic minorities inside and outside the US.

- 80% of HU Clinical Psychology students enrolled in the past five years were members of minority groups and 13% foreign students.
- 23 PhD's awarded in the past five years included 21 to African American/Black graduate students.
- HU clinical faculty is ethnically diverse and relatively stable and includes Caribbean American, Asian American, Jewish American, Russian immigrant, and African Americans.
- Practicum placements are chosen for their ability to provide a training experience that heavily stresses cultural diversity.
- Students are often sent overseas to practice psychological intervention among people of color through an International Summer Internship program.
- HU is directly subsidized by Congress to provide postsecondary educational opportunities for African Americans and others from disadvantaged backgrounds.

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**2004 WINNERS**

**The George Washington University**

**Department of Psychology - Clinical Psychology Program**

**Department Chair:** Elliot Hirshman, PhD

**Training Director:** Ralf A. Peterson, PhD

**Nominating Student:** Sapana Donde, Graduate Student

George Washington University's Clinical Psychology Doctoral program's continuous commitment to instill within its students sensitivity towards and an awareness of human diversity and ethnic minority issues resulted in the awarding of the 2004 Suinn Award. George Washington University has developed a singular and distinguished track record of creating and sustaining effective programs for recruiting and retaining ethnic minority students. This effort is translated in the following:

- Extensive faculty research of ethnic minority issues.
- Numerous empirical publications co-authored by students of color in collaboration with faculty.
- 100% retention rate for minority students over the past five years.
- 40% of incoming fall 2004 class are ethnic minority students.
- 45% of students enrolled are ethnic minorities.
- 22% of students earning doctorates in the last five years have been ethnic minorities.

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**New Mexico State University**

**Department of Counseling and Educational Psychology-Counseling Psychology Program**

**Department Chair:** Luis Vazquez, PhD

**Training Director:** Eve M. Adams, PhD

**Nominating Student:** Shirley Delva, Graduate Student

The Counseling Psychology doctoral program at the New Mexico State University strives to exceed the APA requirements for addressing cultural diversity. Cultural inclusion efforts are embedded in the sustained funding of students and faculty research on multicultural issues, and in the integration of those issues in the curriculum. Additionally, the program provides impressive data which speak to its unfaltering commitment to promote the recruitment, retention, and graduation of its ethnic minority students:

- 59% of the dissertations from the program over the past 5 years have focused on ethnic minority concerns.
- 57% of the incoming 2004-2005 class are ethnic minorities.
- 46% of 2003-2004 entering students are ethnic minorities
- 24% of students earning doctorates in the last five years have been ethnic minorities.
- 50% of faculty scholarship is focused on multicultural research.
- Opportunities for professional socialization are translated in collaborative research efforts between faculty and students, resulting in publications and co-presentations of research findings at regional and national conferences.

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**Rutgers University**

**Graduate School of Applied and Professional Psychology - Clinical Psychology Program**

**Dean:** Keith McConnell, PhD

**Nominating Student:** Rose Zayco, Graduate Student

The Graduate School of Applied and Professional Psychology at Rutgers University is distinguishing itself as a training ground for students wishing to be competent in the field of multiculturalism. GSAPP employed some faculty members who are nationally well known to speak with authority about ethnic minority issues, and whose expertise are often requested by other institutions across the nation. Over the years GSAPP and its Clinical program have used several strategies to successfully recruit, retain, and graduate ethnic minority students. Some of these initiatives include:

- Minority Recruitment Fair held every October on campus.
- Creation and support by GSAPP of four minority student initiated organizations involving Black, Hispanic, Asian, and international students in professional psychology.
- 95% retention and graduation rates for ethnic minority students.
- 42% of students enrolled are ethnic minority.
- 33% of 2004-2005 entering class are minority students.
- 39% of students earning doctorates in the last five years have been ethnic minorities.

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**2003 WINNERS**

**University of Illinois at Urbana-Champaign**

**Department of Psychology - Clinical/Community Psychology Program**

**Department Chair:** Edward Shoben, PhD

**Training Director:** Wendy Heller, PhD

**Nominating Student:** Eric (E. J.) R. David, Graduate Research Assistant

The University of Illinois at Urbana-Champaign Clinical/Community psychology program's continuous and consistent efforts in the areas of multiculturalism and cultural diversity resulted in the awarding of the 2003 Suinn Award. University of Illinois at Urbana-Champaign has an impressive and distinguished record of creating and sustaining effective programs for recruiting and retaining ethnic minority students that include the following:

- Partnership with local refugee center to provide psychological services
- Numerous empirical publications co-authored by student of color in collaboration with faculty
- 83% retention rate for minority students over the past five years
- 80% of incoming fall 2003 class are ethnic minority students
- 41% of students enrolled are ethnic minority
- 50% of students earning doctorates in the last five years have been ethnic minorities

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**The University of Michigan**

**Department of Psychology - Social Psychology Program**

**Department Chair:** Scott G. Paris, PhD

**Nominating Student:** Penelope Espinoza, Doctoral Student

The University of Michigan and its Social Psychology program have a strong commitment to cultural inclusion. Additionally, the program provides a number of initiatives believed to be vital to the success of recruitment and retention efforts. These include:

- The Michigan Mandate to increase the number of faculty of color on campus

- Department has special funds for recruitment, office space for minority student organizations, and monetary support to attend various conferences
  - A number of collaborations (i.e. Stereotypes and Prejudice Research Interest Group, School-to-Jobs program, Program on Intergroup Relations)
  - 44.2% of students enrolled are ethnic minority
  - 45.2% of students earning doctorates in the last five years have been ethnic minorities.
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**New York University**

**Department of Psychology - Community Psychology Program**

**Department Chair:** Marisa Carrasco, Ph.D.

**Nominating Student:** Tiffany Yip & Patrick A. Wilson, Doctoral Students

The Community Psychology program at New York University has distinguished itself as a training model for students wishing to be competent in the field of multiculturalism. A distinguishing feature of the program is that it continues to aggressively address issues of multiculturalism and diversity in the student body as well as the curriculum. Over the years the Community Psychology program has employed a number of initiatives to successfully recruit, retain and train ethnic minority students that includes the following:

- Participants of the Leadership Alliance program whereby outstanding minority undergraduates are brought to campus for research and mentoring opportunities
  - Frequent advertising are done at HBCU's and institutions with high Hispanic enrollments
  - 41% of students enrolled are ethnic minority
  - 50% of students earning doctorates in the last five years have been ethnic minorities.
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**2002 WINNERS**

**Loyola University at Chicago**

**School of Education**

**Counseling Psychology Program**

**Department Chair:** Terry E. Williams

**Training Director:** Elizabeth M. Vera, PhD

**Nominating Student:** Rufus Gonzales, MA

The counseling program at Loyola University at Chicago has distinguished itself as a training model for students wishing to be competent in the field of multiculturalism. A distinguishing feature of the program is that it continues to aggressively address issues of multiculturalism and diversity in the student body as well as the curriculum. Over the years the counseling program has employed a number of initiatives to successfully recruit, retain and train ethnic minority students that includes the following:

- Curricular infusion and research on multi-cultural issues
  - Integration of multicultural research, training and consultation
  - Faculty contacts with potential minority students during the admissions process
  - 46% of students enrolled are ethnic minority
  - 38% of students earning doctorates in the last five years have been ethnic minorities.
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**The University of Iowa - College of Education**

**Psychological & Quantitative Foundations Department**

**School Psychology Program**

**Department Chair:** Tom Rocklin, PhD

**Training Director:** Kathryn Gerken, PhD

The University of Iowa school psychology programs' continuous and consistent efforts in the areas of multiculturalism and cultural diversity resulted in the awarding of the 2002 Suinn Award. The University of Iowa has an impressive and distinguished record of creating and sustaining effective programs for recruiting and retaining ethnic minority students that includes the following:

- Integration of ethno-cultural issues in the curriculum
- Faculty members and students jointly engage in research that focuses on ethnic minority issues
- 2.9% of students enrolled are ethnic minorities, and

- 26.6% of Doctorates awarded in last five years were awarded to ethnic minorities.

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**Washington State University - College of Education**  
**Department of Educational Leadership and Counseling Psychology**  
**Counseling Psychology Program**  
**Department Chair:** Don Reid, PhD  
**Training Director:** Brian McNeil, PhD  
**Nominating Student:** Sylvia Gomez, MA

Washington State University and its counseling psychology program have a strong commitment to cultural inclusion. Additionally, the program provides a number of initiatives believed to be vital to the success of recruitment and retention efforts. These include:

- Active recruitment of ethnic minority students including travel funds, assistantships, financial support etc.
- The integration of multicultural counseling issues throughout the program
- 68% of students enrolled are ethnic minority.
- 36% of doctorates awarded in last five years were awarded to ethnic minorities.

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### **2001 WINNERS**

**The University of Oregon - College of Education**  
**Counseling Psychology and Human Services Area - Counseling Psychology Program**  
**Department Chair:** Larry K. Irvin, PhD  
**Training Director:** Benedict McWhirter, PhD  
**Nominating Student(s):** Krista Gregg, MA, Saba Rasheed, MA and Jason Burrow, MA

The counseling program at the University of Oregon has distinguished itself as a training model for students wishing to be competent in the field of multiculturalism. A distinguishing feature of the program is that it continues to aggressively address issues of multiculturalism and diversity in the student body as well as the curriculum. Over the years the counseling program has employed a number of initiatives to successfully recruit, retain and train ethnic minority students including the following:

- Curricular infusion and research on multicultural issues
- Integration of multicultural research, training and consultation
- Faculty contacts with potential minority students during the admissions process
- 47% of students enrolled are ethnic minority
- 25% of students earning doctorates in the last five years have been ethnic minorities.

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**The University of California at Los Angeles**  
**Department of Psychology**  
**Clinical Psychology Program**  
**Department Chair:** Peter Bentler, PhD  
**Training Director:** Connie Hammen, PhD  
**Nominating Student:** Wei-Chin Hwang

The UCLA clinical psychology program's continuous and consistent efforts in the areas of multiculturalism and cultural diversity resulted in the awarding of the 2001 Suinn Award. UCLA has an impressive and distinguished record of creating and sustaining effective programs for recruiting and retaining ethnic minority students that include the following:

- Integration of ethno-cultural issues in the curriculum
- The Committee of Students Concerned with Ethnic Issues (CSCEI) - a student organization created to explore active partnerships with the faculty around ethno-cultural issues
- Faculty members and students jointly engage in research that focuses on ethnic minority issues
- 31% of the faculty are ethnic minorities
- 26.5% of students enrolled are ethnic minority and
- 45.6% of Doctorates in last five years were awarded to ethnic minorities.

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**The University of Massachusetts at Boston**  
**Department of Clinical Psychology**  
**Clinical Psychology Program**

**Department Chair:** Steven Schwartz  
**Training Director:** Joan Huser Liem, PhD

The University of Massachusetts at Boston and its clinical psychology program have a strong commitment to cultural inclusion. Additionally, the program provides a number of initiatives believed to be vital to the success of recruitment and retention efforts. These initiatives include the following:

- Active recruitment of ethnic minority students including travel funds, assistantships, financial support, etc.
- The integration of multicultural counseling issues throughout the program.
- 38% of students enrolled are ethnic minority
- 36% of doctorates awarded in last five years were awarded to ethnic minorities.

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## 2000 WINNERS

**University of Missouri-Columbia**  
**College of Education**  
**Department of Educational, School and Counseling Psychology**  
**Counseling Psychology Program**  
**Training Director:** Helen Neville, PhD  
**Nominating Student:** Peter Yun Jima

The program has distinguished itself as a training model for students wishing to be competent in the field of multiculturalism. Initiatives to successfully recruit and retain minority students include:

- Recruitment trips to college campuses, particularly HBCUs
- Development of active campus visitation program
- Faculty encouragement, personal contacts with potential minority students during admission process
- Formal and informal multicultural training
- University support for graduate fellowships
- Research on multicultural issues
- The Center for Multicultural Research, Training and Consultation
- Developing a Graduate Minor in Multicultural Education and Training
- External Evaluations of Multicultural Training

The program retains its students because “we espouse that diversity is not an afterthought in counseling training; we seek to integrate it.” Multiculturalism is practiced by students through:

- Instruction
- Research/Investigation
- Application

A distinguishing feature of the program is that it is never complacent in assuming the program has finished addressing multicultural issues.

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**Pennsylvania State University - College of Education**  
**Department of Counselor Education, Counseling Psychology, and Rehabilitation Services**  
**Counseling Psychology Program**  
**Training Director:** Kathleen J. Bieschke, PhD  
**Nominating Student:** Stacey Pearson

Penn State and the Counseling Psychology Program have a strong commitment to cultural inclusion, specifically:

- Active recruitment during the admission process including travel funds, assistantships, financial support through awards and scholarships.
  - Commitment to diversity starts with the interview. Applicants are asked about their experience with diverse groups and their views on multicultural issues. Last year the required writing sample was an essay on their exposure to multicultural counseling
  - Multicultural counseling issues permeate the research of faculty and students
  - 43% (i.e., 20 out of 46) of enrolled students are ethnic minorities.
  - 26% (i.e., out of 38) of doctorates in last 5 years were awarded to ethnic minorities.
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**Texas A & M University  
Department of Educational Psychology  
School Psychology Program**

**Nominating Students:** Alfred J. Amado and Brigette N. Frederick

Effective programs for recruiting and retaining ethnic minority students include:

- Doctoral Training Grant (DTG), a fellowship funded through the U. S. Department of Education, Office of Special Education Programs, with the sole objective of recruiting and training doctoral level bilingual school psychologists that have an interest in providing services to disabled and at-risk Hispanic children and adolescents
- Prime Time Project, a collaborative effort between the school psychology and clinical psychology programs
- Jerry Junkins Child Development Center Language Development Program Grant provides funding and practical experiences for ethnic minority students.
- Faculty members and students are involved in research that focuses on ethnic minority issues, which aids in retaining a diverse student body
- In academic areas, school psychology faculty and students are involved in studying phonemic awareness in Spanish and the cross-linguistic transfer of phonological processing
- The faculty's interest regarding issues that affect minority children provides exceptional leadership and modeling for every student in the program and creates an environment that is accepting of diversity
- 27 of 49 enrolled students are ethnic minorities: 4 Hispanic males, 1 Korean male, 13 Hispanic females, 4 African-American females 1 Polynesian female, 1 Singaporean female,
- 32.3% (i.e., 10 of 31) doctorates during past 5 years were awarded to ethnic minorities.

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**1999 WINNERS**

**The Graduate Center  
City University of New York  
Clinical Psychology Doctoral Subprogram  
Training Director:** Steven Tuber

Over the thirty-five year history of the program, we have successfully matriculated students of color at a rate of 25-40% of each entering class without exception. Our Program has accounted for over half of CUNY's nonwhite graduation total since its founding. We have graduated well over 90% of our students of color, the same proportion as our majority students.

One example of our student commitment has been the development by students of color of the Minority Students Association (MSA) as a crucial forum for discussion, innovation and support. The MSA is a student financed organization formed to assist and support minority students in all phases of student life in the program. Its goals are: (1) To assist in the acclimation and orientation of minority students newly admitted to the program; (2) To disseminate information to newly admitted minority students; (3) To organize and present an annual conference on cross cultural issues in clinical psychology; (4) To vigorously support and recruit minority students; and (5) To support areas of research and clinical practice relevant to underserved populations and /or persons of color.

- There are currently 32 minority students enrolled out of a total population of 100 or 32% of the graduate student enrollment.
- 43% of the doctorates during the past 5 years were awarded to ethnic minorities.

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**The Ohio State University  
Department of Psychology  
Counseling Psychology Program**

**Nominating Students:** David Tom, BA, Douglas Bennett, MA, Meera Rastogi, MA

The program provides a number of initiatives believed to be critical to the success of recruitment and retention efforts at both the university and departmental levels:

- Each Fall, the university sponsors a Graduate and Professional Visitation Day program focused on the recruitment of minority students to both graduate and professional school programs at OSU. Approx. 250 honor students representing 50 different undergraduate institutions participate in the program
- Provides fellowship support to highly qualified minority students in addition to guaranteeing ongoing financial support to students who are admitted.

- Provides recruitment initiative through faculty visitation program
- Ethnic minority students who have been admitted and are undecided about which graduate program to attend, receive financial support during the decision period
- All graduate students are assigned an advisor and a Big Brother/Big Sister to help them with their academic and social adjustment to the program
- Established the “Committee on Multicultural Diversity and Awareness” to increase cultural awareness within the program
- During their first term in the Counseling program, all new students are required to enroll in a pre-practicum laboratory.

The Counseling Psychology program provides a number of initiatives (at both the university and departmental level) that are critical to the success of OSU’s recruitment and retention efforts:

- **Graduate and Professional Visitation Day** focused on the recruitment of minority students to both graduate and professional school programs.
- **Fellowship program** provides support to highly qualified minority students applying to graduate departments.
- **Faculty Visitation Program** Counseling faculty and ethnic minority graduate students visit several historically Black colleges to discuss the graduate school application process.
- **Financial Support** provided to minority students who have been admitted to the Counseling program to aid in the decision process by allowing them to visit the campus.
- **Big Brother/Big Sister** program pairs incoming students with a 2nd or 3rd year graduate student to aid in the transition process.
- **Committee on Multicultural Diversity and Awareness** established in 1997 to increase cultural awareness within the program.
- **Pre-practicum Laboratory** course introduces students to the training program

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**University of California Santa Barbara**  
**Gervitz Graduate School of Education**  
**Department of Education**  
**Counseling/Clinical/ School Psychology**  
**Program Leader:** Michael J. Furlong, PhD  
**Training Director:** Merith Cosden, PhD  
**Nominating Student:** Sae Young Min

UCSB’s commitment to diversity can be seen in its recruitment process which includes:

- Shared responsibility for diversity on the part of faculty and students;
- Searching for potential applicants for ethnically diverse cultures;
- Presence of ethnic minorities in the faculty and student populations;
- Development of a curriculum and research agenda of interest to ethnic minority applicants; and
- An emphasis on personal contact

Student diversity is reflected in faculty diversity. Thirty percent of faculty are ethnic minorities. Many of these faculty members are pioneers in the fields of cross cultural research and multi-cultural counseling competencies. A strong focus on cross cultural research is one of the major reasons that CCSP is able to attract so many ethnic minority students. The Graduate Research Mentorship program (GRMP) provides small grants for faculty research that by design will involve ethnic minority graduate and undergraduate students. While the Summer Academic research internship (SARI) provides undergraduates with a 2000.00 stipend, summer school tuition remission, on-campus housing and assistance with round-trip transportation.

- 55% of students are ethnic minorities
- 48% of doctorates in past 5 years were awarded to ethnic minorities.