**SPECIAL SECTION TABLE OF CONTENTS**

**INTRODUCTION** .......................................................... I

**HISTORY AND OVERVIEW**

Thoughts of Our Elders on Ethnic Minority Recruitment, Retention, and Training. ......................................................... III

A Timeline of Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology. ................................... XI

A Statistical Overview: Race/Ethnicity of Doctorate Recipients in Psychology in the Past Ten Years. ................................ X VIII

Excerpts: Executive Summary of an 8–Year Progress Report on Ethnic Minority Recruitment, Retention & Training In Psychology. .................. XXII

**LEVERS FOR CHANGE**

The Federal Agencies' Perspectives on Ethnic Minority Recruitment, Retention and Training. .................................................. XXVI

Accreditation Bodies and Diversity Standards. .......................................................... XXXII

The Associations' Perspectives On Ethnic Minority Recruitment, Retention and Training: Elementary School Through Graduate Studies. ............. XXXVII

**SPECIFIC STRATEGIES**

The Mentoring Relationship. ......................................................... XL

Mentoring Programs: What Works and What Doesn't Work. .......................... XLIV

A Program for Mentoring American Indian Graduate Students. ....................... XLVIII

Attracting and Retaining Ethnic Minority Students: Experiences, Perspectives, and Challenges from a Doctoral Program in Clinical Psychology. .......... LI

Evaluating Scientific Enrichment Programs When Control Groups Are Not Feasible................................................................. LIV

Recruitment and Retention of Ethnic Minority Graduate Students in Psychology. ..................................................... LVII

Inoculation in Paradise or Keeping Us Recruited, Retained, Trained, or Sane (Enough): A Sprinkling of Qualitative Data Gathered Since 1985 or What I Have Down So Far. .................................................. LXI
Introduction
Bertha G. Holliday, PhD

The underrepresentation of persons of color and the related need for ethnic minority recruitment, retention, and training strategies have been concerns of the American Psychological Association (APA) for nearly 50 years. APA first entered the arena of ethnic minority affairs in 1963 when the APA Board of Directors, in response to a request from the Society for the Psychological Study of Social Issues (SPSSI- APA Division 9), established the Ad Hoc Committee on Equality of Opportunity in Psychology (CEOP), CEOP, charged to "explore the possible problems encountered in training and employment in psychology as a consequence of race", surveyed 398 Black psychologists and found that they were underrepresented in both the profession and APA, and were alienated from mainstream U.S. psychology (Wispe et al, 1969).

Since then, APA has sought progressive change in ethnic minority participation and representation. Yet it was not until 30 years after the establishment of CEOP, that the APA Council of Representatives (C/R) passed a resolution declaring the recruitment and retention of ethnic minorities as a high priority of the Association. And not until more than 15 years after that did C/R adopt a resolution that formally linked ethnic minority recruitment, retention, and training with APA's federal advocacy and workforce research efforts.

These and other efforts have positively affected grand victorious strides — e.g., the tremendous increase of ethnic minorities in APA's governance structure, the establishment and thriving of Division 45 (Society for the Psychological Study of Ethnic Minority Issues), the tremendous diversification of the APA workforce, and the progressive increase of ethnic minority participation in psychology's educational pipeline. But there also have been significant and sometimes bitter barriers and setbacks to progress — e.g., the continuing marginality and microaggressions experienced by students of color in psychology, the elimination of the NIMH Center for Minority Mental Health Programs that provided ethnic minority access to major federal training and research grants, the termination of NIMH funding for the Minority Fellowship Program and other minority training programs, the "pausing" of APA funding for the CEMRRAT Implementation Grant program and its oversight task force, and the failure to get 2/3's of the APA membership's vote in support of APA Council seats for the national ethnic minority psychological associations.

This special section on Ethnic Minority Recruitment, Retention and Training seeks to examine this topic within broad historical and social contexts and includes the perspectives of both elders and prospective entrants (i.e., graduate students of color). Consequently the special section is divided into three sub-sections.

- **History and Overview** presents perspectives on ethnic minority recruitment, retention and training of 3 elders who have actively promoted this issue throughout their
careers; comparative statistical data on ethnic minority participation in psychology and other disciplines; and historical and current information and data related to the status of ethnic minorities in psychology.

- **Levers for Change** provides information on various organizational/institutional contexts (i.e., associations, federal training and research funding agencies, accreditation bodies) that can facilitate and provide levers for increased diversity and broader participation in educational and research pipelines, and suggests some potential ways that APA might impact such levers to increase their influence.

- **Specific Strategies** examines some of the emergent strategies for enhancing ethnic minority recruitment and retention, with emphasis on examining the components of "effective" mentoring programs and their impact, limitations and preconditions — and attendant needs for self-care.

We hope this special section will serve to enrich the reader's understanding of problems and solutions related to ethnic minority recruitment, retention and training in psychology. We extend our warmest appreciation to those authors/interviewees who so generously contributed their time and effort to this special section.

**References**

HISTORY AND OVERVIEW
Thoughts of Our Elders on Ethnic Minority Recruitment, Retention, and Training

Connie Dekis
OEMA Intern - The George Washington University

In this article, you will find interviews with three "elders" of ethnic minority recruitment, retention, and training in psychology; Dr. Joseph White, Dr. Richard Suinn, and Dr. Patricia Arredondo. The interviewees share their unique perspectives and methodology along with their views of the major challenges confronting psychology if it is to meet the challenge of a multicultural psychology in the 21st century. The interview questions were developed based on Dr. Richard Suinn and Dr. Evelinn Borrayo's compelling manuscript, "The Ethnicity Gap- the Past, Present, and Future."

Joseph L. White is often referred to as the 'godfather' in the field of Black psychology. He helped found the Association of Black Psychologists during the 1968 convention of the American Psychological Association. In 1994, Dr. White was awarded a Citation of Achievement in Psychology and Community Service from President Bill Clinton. He is a Professor Emeritus of Psychology and Psychiatry at the University of California, Irvine where he spent most of his career.

OEMA: Mental health services, education, and the governance structure within the American Psychological Association are some relevant areas to which the recruitment, retention, and training of ethnic minorities is pertinent. Besides the topics stated above, what are some other areas that could be looked at in order to meet the challenge of a multicultural psychology in the 21st century?

Dr. White: We have to strengthen the pipeline to recruit people from underrepresented groups. In undergraduate psychology courses there is very little representation of anything that looks like ethnic students. There is no connection between who they are and what the psychology is all about. If you are going to go to graduate school in psychology you need to start building your GPA. If you don't discover psychology until later in college the path to a PhD program may already be blocked.

Assuming that ethnic students pursue psychology there are still problems afterwards. If a person of color wants to go back into the community and help
other minorities, this may not be easy. The models we have in psychology are Euro-American models by in large. We claim we are going to be multicultural but that means one class in graduate school. Once in the field, ethnic minority graduate students in psychology don't get exposed to the kinds of tools that help them do what they want to do and we need to change that.

OEMA: What is the most compelling research you have done in regards to mental health and minorities? Why?

Dr. White: In science you have a context of discovery and a context of confirmation. Back in 1970, I wrote an article in Ebony Magazine written in the context of discovery. I didn't confirm any ideas but I put some on the table. I said there was such a thing as Black Psychology and this is something psychologists needed to look at. The theories we were using in 1970 talked about Blacks being dumb and inferior and that didn't fit the existence I had come out of. So I wrote this article and subsequently not only did Black Psychology develop but Asian American, Native American, and Mexican American etc. Following that article a whole set of ideas emerged and the door extended.

OEMA: The APA Commission Accreditation permits the diversity requirement to be met with one course. What specific plan of action can you think of to infuse the concept throughout the entire curriculum?

Dr. White: That one course is usually taught by a young female assistant professor, untenured, just the little-bittiest thing in the department. That says nonverbally that the course isn't important. We need to think about models that saturate and infuse the curriculum [with multiculturalism/diversity] throughout the 5 years of graduate school so that it becomes part of psychologists' identity.

The senior faculty determine the curriculum but unfortunately they were trained in the 20th century when diversity wasn't part of their identity. So, we are asking them to do something they were never trained to do and may not believe in. Deeper than racism is competence. If you have a 55 year old department chair who has had his ticket punched all the way doing what he has been doing and I come along and ask him to change that — he isn't going to like that.

The senior faculty determine the curriculum but unfortunately they were trained in the 20th century when diversity wasn't part of their identity. So, we are asking them to do something they were never trained to do and may not believe in. Deeper than racism is competence...
OEMA: What attracted you personally to the field of psychology and what motivated you to continue training?

Dr. White: I took the required freshman psychology class and saw how Pavlov worked that dog. I said, “This is the way to teach people and condition them.” They say the Black male is dumb and oversexed. Pretty soon that becomes a fact if you have heard it since you were 3. If you see a Black man you immediately start acting nervous. In that class I realized this is how they work a game on people — social conditioning. You teach society who is good and who is bad and that way you don't have to say it anymore.

Two weeks later in class they talked about the subconscious and defense mechanisms and I said to myself, "Yeah...they pour that stuff into children when they are young and it becomes part of their subconscious". They don't have to ask who is superior in America, they already know that. Then, they got defense mechanisms to prevent them from seeing another person's reality. So I could tell them you are misusing Black folks...but they couldn't see it. So, I said, "This is for me…I am going with this."

I almost left psychology though. After I got my PhD I was 28 years old, married, and I had done 2 years in the military. I had all my tickets punched and I still couldn't rent a house. I said, "This is really crazy! I've done all these things these White people have asked me to do and now I have got to go through a lawsuit". I said, "To hell with establishment". But then somebody told me: "Look, if you don't like what is going on then you can either leave or you could work to change it." So we decided hey, if there is going to be a Black psychology then we have to develop it. You can't go to your oppressor for affirmation...that is a contradiction in terms. So we decided to do it ourselves. Then the Asians followed, the Chicanos, and even White women got their own theories. Everyone jumped on the band wagon! I mean we aren't at the promise land but we are a lot further than we were 50 years ago when I left graduate school.

I said, "To hell with establishment". But then somebody told me. "Look, if you don't like what is going on then you can either leave or you could work to change it.” So we decided hey, if there is going to be a Black psychology then we have to develop it.
Dr. Richard Suinn is a Professor Emeritus in Counseling Psychology at Colorado State University. He is also a past president of the American Psychological Association. Dr. Suinn is well known for his work in such areas as anxiety management, ethnicity, and sports psychology. He is the author of the Suinn-Lew Asian Self-Identity Acculturation Scale, the most used measure by researchers studying Asian-American acculturation. Dr. Suinn lives in Fort Collins, Colorado where he was also the mayor.

OEMA:  
Mental health services, education, and the governance structure within the American Psychological Association are some relevant areas to which the recruitment, retention, and training of ethnic minorities is pertinent. Besides the topics stated above, what are some other areas that could be looked at in order to meet the challenge of a multicultural psychology in the 21st century?

Dr. Suinn:  
I believe an overlooked area is identifying the unique strengths which various cultures provide their peoples. For too long, ethnic minority status has been viewed as being a negative factor, and in many ways this is accurate. But the contributing factors are the variables associated with minority status such as the influence of racism, poverty, restricted educational opportunities, environmental demands, etc.

On the other hand some studies have surfaced suggesting that being from an ethnic culture can bring protective and positive influences. Among Asian Americans, there is documentation that Asian parental beliefs in the role of effort - not native intelligence - on school tasks produces better academic performance among Asian children compared to White children. The "Hispanic paradox" has long been recognized, showing that being a foreign born Latina confers a protective effect against low birth rate despite other risk factors. A recent 2009 study reported that African-American churches provide more health programs to their congregations than White churches. And, of course, there was the University of Michigan report suggesting that White students experiencing contact with ethnic minority students, personally gained in various ways.

OEMA:  
What is the most compelling research you have done in regards to mental health and minorities? Why?
**Dr. Suinn:** Since my retirement, research activities have been through students I supervise, such as identifying variables which influence MSE (math/science/engineering) career decisions among bilingual Spanish-speaking students. A by-product of this study was the development of a Spanish version of my mathematics anxiety scale. Another quite interesting study had results suggesting that the effects of matching ethnic clients to counselors based on counselor ethnicity may be influenced by the nature of the presenting problem. Specifically matching on ethnicity might be more important for personal problems but less so for academic performance concerns.

The findings of the MSE research can point the way to increasing the numbers of Hispanics considering educational or career paths in the mathematics/science/engineering directions. And, results from the matching study suggest a refinement in service delivery that could entail more efficient matching.

**OEMA:** What attracted you personally to the field of psychology and what motivated you to continue training?

**Dr. Suinn:** Probably the attraction was that it blended scientific thinking with people-issues, as well as being somewhat allied to medicine. Coming from an Asian-American background, I knew my parents were pulling for me towards a medical profession and psychology is readily identifiable as an allied health profession.

I would actually identify teaching as my real "field". I have enjoyed the student contact and have taught in the full range of educational settings: from a liberal arts undergraduate college to a medical school to a graduate research university. Collaborating with students has been the energizing force for me over the years. When added to the creativity and discovery process generated in research endeavors, being a faculty member is an unbeatable experience!

**OEMA:** What are the benefits of standing diversity committees?

**Dr. Suinn:** As with most standing committees, a diversity committee has the advantage of sending the message that its mission is considered valuable enough to assign resources and attention. The committee members can also focus their
fullest energies and creativity to seeking ways to achieve positive outcomes. Finally, they can serve as a "conscience" to remind others of the importance of their goals and to continue the challenging task of advocacy.

**OEMA:** In 25 years, what progress do you anticipate will be made in multicultural psychology?

**Dr. Suinn:** The day in which ethnic "minorities" will be in the majority is right around the corner. Currently about 1 in 3 individuals is a person of color. Census projections are that by 2050 ethnic minorities will become the majority totaling 52.3% of the U.S. population. In fact the U.S. Census Bureau reported that the minority population in the U.S. is larger than the total population of all but 11 countries.

With such growth, new leadership, new scientists, new educators, new service providers will be in place. Diverse effective and efficient interventions and methods of treatment will be in development. Health promotion takes on a major role as more knowledge surfaces regarding positive factors protecting emotional and physical health. However the pace of such changes and the level reached may be slower than we would like.

---

**Dr. Patricia Arredondo** is the Associate Vice Chancellor for Academic Affairs, Interim Dean for the School of Continuing Education, and Professor of Counseling Psychology in the School of Education at the University of Wisconsin-Milwaukee. She is recognized for her brilliant work in the development of multicultural counseling competencies, research on Latina/o issues in higher education, and research with immigrant groups. Dr. Arredondo is the author and co-author of five books, hundreds of articles and book chapters, and multiple counselor training videos and DVDs in English and Spanish.

**OEMA:** What is the most compelling research you have done in regards to mental health and minorities? Why?

**Dr. Arredondo:** They all have to do with immigrants - their mental well-being is dependent on the sense of self efficacy and the sense of personal empowerment. I studied individuals who were immigrant adolescents transitioning into young adulthood and the extent they felt control in
their destiny and their planning. That they could feel competent in what they had achieved in this period of transition from one culture to another was very meaningful to them. It gave them a sense of self acceptance in terms of who they were - in terms of identity and congruence with their own values. You don't feel as distressed psychologically if you consolidate who you are and I saw this over a 5 year period of time.

**OEMA:** What do you think is the first step that needs to be taken NOW in order for ethnic minorities to receive equal mental health services?

**Dr. Arredondo:** I think that you can't take a pot-shot at this. There are many steps that have been taken but one of the first steps is to look at what has been successful in bringing ethnic minorities to health services. There are data out there to describe successful endeavors and we need to look at what those programs are like. You don't want to reinvent the wheel. Because it is such a holistic issue where you involve a lot of people - you can't just be glib about this.

**OEMA:** The APA Commission on Accreditation permits the diversity requirement to be met with one course. What specific plan of action can you think of to infuse the concept throughout the entire curriculum?

**Dr. Arredondo:** I think enforcement of that item has been very lax for years. We have guidelines on multicultural education training, research and practice etc., and I am always amazed when I speak at conferences how few people know these exist. So, what we need to do in the curriculum is put some money behind the diversity effort. APA could host an invitation only workshop where people come to Washington and sit down and infuse the curriculum. Have a bunch of people - department heads - and be intentional about infusing it into the required courses for doctoral programs. You could knock this out within a week - ...And then you would have a model curriculum.
department heads - and be intentional about infusing it into the required courses for doctoral programs. You could knock this out within a week – have a structure to do this and go home and have some follow up. And then you would have a model curriculum. I know other professions like school counselors do this. That is when you have a chance to influence the teaching of the curriculum.

**OEMA:** Money is a great way to create an incentive which changes motivation… but if the funds are not available what are other ways to motivate ethnic minorities in psychology?

**Dr. Arredondo:** I don't think people come into the field for money reasons. Personally as a Mexican American woman, I saw that there are so few of us in the field. I also saw the disparities back then and was drawn to understanding people. If you are drawn to this, money is not the issue - it's not the reason ethnic minorities come into psychology. They do it for the passion. I think money is a straw dog.

**OEMA:** Is there a common thread or a common challenge that links mental health services, education, and the APA in regards to increasing the number of ethnic minorities within psychology?

**Dr. Arredondo:** The common thread is leadership, intentionality, and accountability. The common challenge is to stick with it. There are always competing priorities but we don't make progress if we distract ourselves. For example, the condition of education K-12 in the U.S. is a mess and there hasn't been sufficient deliberateness and follow through at a national leadership level to make a difference. So our kids continue to fail and teachers continue to get battered for not being accountable. I think what we have to do...
Connie Dekis is stick with these priorities. We put a lot on the shoulders of the President but clearly there has to be will at other levels. The APA is a big stakeholder. These other people like APA have to help with the implementation of all these great ideas.

**OEMA:** In 25 years, what progress do you anticipate will be made in multicultural psychology?

**Dr. Arredondo:** In 25 years it's going to be the framework for all psychology…right now we kind of marginalize multicultural psychology. It is going to be the way psychology training research and practice is enacted. You do something in the name of multicultural psychology and we have to remember it relates to people in general. That is one of my dreams, that multicultural psychology will be all psychology.

*Connie Dekis* is a senior at The George Washington University. There she is a psychology major and communications minor and a member of the psychology honor society, Psi Chi. Connie spent last semester studying abroad at The University of New South Wales in Sydney, Australia. She has served as a counselor at a camp for kids with cancer and traveled to the Dominican Republic to help out in a building project for local families. Her work in public health education projects includes a campus radio show that she co-created to educate students about healthy sexual behavior, and programming to prevent depression, chemical dependency and academic underachievement in school-aged children.

---

**A Timeline Of Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology**

Bertha G. Holliday, PhD  
Senior Director, Office of Ethnic Minority Affairs

**Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology**

1963 | The APA Ad Hoc Committee on Equality of Opportunity in Psychology (CEOP) is established by the APA Board of Directors in response to a proposal from Division 9 (SPSSI) relative to the training and employment of Negroes [sic]. The Committee is charged "to explore the possible problems encountered in training and employment in psychology as a consequence of race."
Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology

1968 Association of Black Psychologists (ABPsï) Co-Chair Charles L. Thomas presents a Petition of Concerns to the APA Council of Representatives that addresses three major issues: (a) the extremely limited number of Black psychologists and Black graduate and undergraduate students in psychology, (b) APA's failure to address social problems such as poverty and racism, and (c) the inadequate representation of Blacks in the APA governance structure.

1969 The Black Students Psychological Association (BSPA) President Gary Simpkins presents demands to APA related to the recruitment, retention and training of black students and faculty.

1970 The APA establishes the Commission for Accelerating Black Participation in Psychology (CABPP), composed of representatives of BSPA, ABPsï, and charges CABPP to address BSPA's concerns.

The Association of Black Psychologists provides all graduate departments of psychology its "Ten-Point Program" for increasing the representation of Blacks in psychology; 35 departments agree to immediately implement the entire Program.

The Black Students Psychological Association opens offices in the APA Building in Washington, DC, with APA providing three years of funding; Ernestine Thomas is the office's Director and BSPA National Coordinator.

1971 In response to demands of the Black Psychiatrists of America, the NIMH Center for Minority Group Mental Health Programs is established with a focus on (a) funding investigator-initiated studies on the mental health concerns of ethnic minorities, (b) establishing and administering six research and development centers — each of which focus on mental health needs of a particular racial/cultural group, and (c) initiating the Minority Fellowship Program, which provides funding to five professional associations to administer minority fellowships for research and clinical training in psychiatry, psychology, psychiatric nursing, psychiatric social work, and sociology.

1973 Participants at the Vail Conference on "Levels and Patterns of Professional Training" form a Task Group on Professional Training and Minority Groups and recommend that APA create an office and board on ethnic minority affairs.

1974 The APA Minority Fellowship Program (MFP) is established with funding provided by NIMH. Dalmas Taylor, PhD is appointed MFP Program Director. NIMH funding for MFP's Mental Health Research Fellowships ended in 2008, while funding for MFP's Neuroscience Fellowships ended in 2010. MFP provided fellowships to more than 1000 persons.
**Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology**

1978 | With the leadership of Dalmas Taylor, PhD, the Dulles Conference is convened by the APA Board of Directors, the APA Board of Social and Ethical Responsibility, and NIMH on the topic of "Expanding the roles of culturally diverse peoples in the profession of psychology" and recommends the establishment of an APA Office and Board on Ethnic Minority Affairs.

1979 | The APA Office of Ethnic Minority Affairs is established, with Estaban Olmedo, PhD as its Director.

| APA approves revised Criteria for Accreditation of Doctoral Training Programs and Internships in Professional Psychology, one of which (Criterion II) relates to cultural and individual diversity. (e.g., "Social and personal diversity of faculty and students is an essential goal if the trainees are to function optimally within our pluralistic society. Programs must develop knowledge and skills in their students relevant to human diversity.")


1985 | BEMA with the approval of the APA Council of Representatives establishes the BEMA Committee on Ethnic Minority Human Resources Development (CEMHRD) to address ethnic minority student and faculty recruitment and retention, and development of ethnic minority education and training resources, and appoints Martha Bernal, PhD as CEMHRD's Chair.

1986 | The Society for the Psychological Study of Ethnic Minority Issues (APA's Division 45) is established.

1987 | APA sponsors the Utah National Conference on Graduate Education in Psychology, which incorporates a focus on "Cultural diversity: How do we enhance graduate education in a multicultural world?" — including issues related to curricula and increased participation of people of color as students and teachers.

1990 | National Conference on Improving Training and Psychological Services for Ethnic Minorities is convened at University of California, Los Angeles with funding provided by NIMH. The conference proceedings including recommendations of its working groups, along with commissioned supplementary review chapters were published in 1991 as *Ethnic Minority...*
Perspectives on Clinical Training and Services in Psychology edited by Hector F. Myers, Paul Wohlford, L. Philip Guzman, and Ruben J. Echemendia.

The Multidisciplinary National Conference on Clinical Training and Services for Mentally Ill Ethnic Minorities is convened at Howard University, Washington, DC with funding provided by NIMH.

The Ethnic Minority Caucus of the APA Council of Representatives is established with Lillian Comas-Diaz, PhD, elected as its chair, and Alice F. Chang, PhD, elected as its secretary/treasurer.

1991 The National Conference on Enhancing the Quality of Undergraduate Education in Psychology is convened at St. Mary’s College of Maryland with ethnic minority student issues as one of its seven topics of focus, including discussions on such issues as (a) broadening the curriculum to include more ethnic minority issues and researchers, (b) creating a sense of community and managing classes with diverse students and (c) ethnic minority recruitment strategies.

1992 At the Centennial APA Convention in Washington, DC, the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests is established upon adoption of the CNPAAEMI Governing Rules. CNPAAEMI is comprised by the presidents of the nation’s ethnic minority psychological associations and APA.

The Task Force on Recruitment/Retention of Ethnic Minorities [sic] Students, chaired by Richard M. Suinn, PhD, is convened in Washington, DC with funding provided by NIMH.

1993 With the leadership of Jessica Henderson Daniel, PhD and Chair of the Massachusetts Board of Registration of Psychologists, Massachusetts becomes the first state to require program and experience related to racial/ethnic basis of behavior for licensure.

APA Council of Representatives passes a resolution declaring ethnic minority recruitment and retention as a high priority.

1994 The APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology is established by the APA Board of Directors with Richard M. Suinn, PhD, appointed as chair by APA President Ronald Fox, PhD.

Psi Beta Honor Society for Community College Students in Psychology, SAMSHA, and APA's Office of Ethnic Minority Affairs establish the Diversity
Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology

Project 2KB Summer Institute for community college ethnic minority honor students interested in pursuing careers in psychology. In 2009, APA's funding for the Institute was "paused" due to financial constraints. Funding was reinstated in 2010.

1995 APA Council of Representatives approves revised "guidelines and principles for accreditation of programs in professional psychology", including "Domain D: Cultural and individual differences and diversity", which calls for programs to: make "systematic, coherent and long-term efforts to attract and retain students and faculty [or interns and staff]..." from diverse backgrounds, "ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals", and provide a "coherent plan to provide students [or interns] with relevant knowledge and experience about the role of cultural and individual diversity in psychological phenomena and professional practice..."

1996 With funding provided by the Office of Special Populations of the Center for Mental Health Services (SAMHSA), APA/OEMA initiates "HBCU Training Capacity Grant" program through which small grants are competitively awarded to psychology departments at historically black colleges and universities for activities that will strengthen a department's capacity to effectively recruit, retain, and train students of color for careers in psychology.

APA's Office of Ethnic Minority Affairs is awarded a $750,000 grant from the National Institute of General Medical Sciences (NIGMS) for the purpose of demonstrating the effectiveness of a "systemic approach" for increasing the number of persons of color in the educational pipeline for biomedical research careers in psychology at 15 institutions including 10 minority serving schools. Over a 14-year period, more than 600 students engaged in intensive research mentorships, three national APA/NIGMS Conference were concluded, and the grant was repeatedly renewed, garnering at total of nearly $4 million.


APA's Office of Ethnic Minority Affairs organizes within the annual APA convention a mini-convention on "Psychology and Racism," focusing on the three themes of (a) the psychology of racism, (b) racism in psychology, and (c) the psychology of anti-racism and involving 121 events and 449 speakers.
### Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>APA Council of Representatives authorizes the CEO to identify funds to support the implementation of the APA/CEMRRAT Plan. The CEMRRAT2 Task Force is formed to oversee the implementation of the APA/CEMRRAT Plan. APA’s Division 45 (Society for the Psychological Study of Ethnic Minority Issues) in collaboration with Divisions 17 (Counseling) and 35 (Psychology of Women) organize the first National Multicultural Conference and Summit in Newport Beach, California chaired by Derald W. Sue, PhD. CEO identifies funding in the amount of $70,000 to $100,000 per year for a CEMRRAT Implementation Grant Fund to be administered by the Office of Ethnic Minority Affairs with oversight provided by CEMRRAT2 TF. Between 1999 and 2008, a total of 172 projects, aligned with the CEMRRAT Plan, were funded for a total of $620,329. However, in consideration of financial constraints, in 2009 and 2010, funding for the CEMRRAT Fund was &quot;paused&quot;.</td>
</tr>
<tr>
<td>2000</td>
<td>The APA Council of Representatives authorizes funding for a CEMRRAT Textbook Initiatives Work Group that is charged to develop guidelines on the inclusion of information and research on diverse populations for publishers and authors of introductory psychology textbooks. The Work Group’s report, Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook with Diversity Content, was published in 2004. APA’s Office of Ethnic Minority Affairs establishes its Psychology in Ethnic Minority Services Institutions (PEMSI) initiative aimed at strengthening relationships between APA and these institutions and promoting increased psychological education, training and research at these institutions. (APA/OEMA, 2000). APA’s CEMRRAT2 Task Force and Committee for the Advancement of Professional Practice (CAPP) partner to establish the APA State Leadership Conference (SLC) Diversity Initiative — a leadership development program for ethnic minority members of State, Provincial and Territorial Psychological Associations.</td>
</tr>
<tr>
<td>2002</td>
<td>The Promoting Psychological Research and Training on Health Disparities (ProDIGS) program is initiated by OEMA as part of its Psychology in Ethnic Minority Institutions (PEMSI) initiative, with funding provided by APA's Academic Enhancement Initiative. ProDIGS provides small grants to early career psychological researchers/trainers at minority-serving institutions.</td>
</tr>
</tbody>
</table>
Critical Events in Ethnic Minority Recruitment, Retention and Training in Psychology


2005 The APA Council of Representatives receives the Final Report of the Presidential Task Force on Enhancing Diversity, chaired by Richard M. Suinn, PhD, and adopts its accompanying resolution, which notes that “APA’s Council of Representatives directs APA’s Chief Executive Officer (CEO) to develop a Diversity Implementation Plan to ensure that diversity is an integral part of APA structures and activities…”

2006 APA President Koocher establishes the APA Task Force on Diversity Education Resources with Mary Kite, PhD as its chair. Its listing of multimedia resources, which is continually updated by APA Division 2 (Teaching of Psychology), is available at http://teachpsych.org/diversity/ptde/index.php.

2007 The APA Council of Representatives "filed" the CEMRRAT2 Task Force 8-year progress report, A portrait of success and challenge, on the APA/CEMRRAT Plan and adopted its accompanying resolution. The report found that during the 8-year period, greatest effort had been devoted to helping psychology trainees, educators and researchers to become literate in multicultural issues.

2009 The APA Council of Representatives adopts "Resolution in Support of Ethnic Minority Training in Psychology", which formally links ethnic minority recruitment, retention and training issues and concerns (high school through postdoc and early career) to APA’s federal advocacy and workforce research efforts.

Much of the information in this timeline was derived from two fully referenced publications:


A Statistical Overview: Race/Ethnicity of Doctorate Recipients in Psychology in the Past Ten Years

Compiled by APA Center for Workforce Studies (CWS) January 2010

CWS staff compiled data summarizing the representation of ethnic minorities at the doctoral-level in psychology. Additional data are provided on representation in the pipeline, by degree level and type, and we also provide some data from other science and engineering fields for comparison purposes. Unlike some Federal agencies, CWS includes Asians in the counts of racial/ethnic minorities in psychology. Unless otherwise noted, please assume that this is the case.

Psychology Doctorates

Most recent data from December 2009, as reported in Doctorate Recipients from U.S. Universities: Summary Report 2007-2008, indicated that 24% of Psychology PhDs were awarded to ethnic minority graduates in 2008 who were US citizens and permanent residents. This varied by psychology subfield, from a low of just over 17% in experimental to a high of 28% in I/O. (Table 37, Page 75). NSF data indicate that in 2000, minority representation was 16.7% and in 1998 it was 15.5%.

In 2008, Clinical Psychology remained the single largest field with 35% of all PhDs granted to US citizens and permanent residents. Clinical Psychology claimed 57% of the PhDs earned by American Indians, 29% earned by students of Asian background, almost 27% of the PhDs granted to Black graduates and 43% of those granted to Hispanic students. Clinical degrees comprised 35% of those granted to White students.

The NSF document indicated that in 2008, the following statistics were applicable to the 2,837 U.S. citizen and permanent resident Psychology PhDs for whom race/ethnicity was known. Less than 1% was awarded to American Indian/Alaska Natives, 5.2% went to Asians (not including Native Hawaiian or other Pacific Islanders), 5.8% were awarded to Black students and 9.7% to Hispanic students. Whites earned 76% and those who reported more than one race comprised 2.5%. (Table 9, Page 37).
It is important to note that NSF placed Hawaiian Natives and Pacific Islanders in an “other/unknown” category that also included those who did not specify a race/ethnicity and those who were non-Hispanic but did not report a race. This category was removed by CWS from the total before calculating the percentages above. It was very small and comprised well under 2% of all of the 2,886 PhDs awarded to US citizens and permanent residents.

The NSF report did not provide data by specialty field for gender by race/ethnicity among PhD recipients. However, generally over 51% of the PhDs earned by Whites went to women in 2008. For Blacks it was 64%, for Hispanics 58%, American Indians were at 59% and Asians were at 55%. Fifty-five percent of PhDs to multi-racial doctorate recipients went to women.

**Comparison With Other S/E Fields**

NSF data provide the opportunity to see how psychology fared in 2008 in terms of minority representation relative to other fields. Table 9 from the most recent NSF report noted earlier contained data that show that 24% of new psychology doctorates who were US citizens and permanent residents reported minority status. In Engineering, minority representation was at 27%. Education fields reported 26% minority, Biology and biomedical fields claimed 24%, Mathematics was at 19% and Chemistry reported 23%.

Over the past two decades, all the science and engineering fields have generally witnessed an increase in minority representation from less than 20% in 1988. As an example, the social sciences reported only 14% minority representation. By 2008, all fields were better than 20% minority and in most cases reported one-fourth or better minority representation.

NSF did not report specific minority status by specific field over time in the most recent report. However, if we consider the social sciences and changes over time we were able to determine various general shifts. Using Table 8, Page 35 and data from 1988, 1993, 2003 and 2008 we can determine certain patterns. Since 1988 American Indians increased in number among PhD recipients some 76%. In other words the number of American Indians earning a doctorate in a social science rose 76% between 1988 and 2008. This was marked by a 34%
decrease in the last 5 years. Asian and Hispanic PhDs increased 136% and 169%, respectively between 1988 and 2008 in the social sciences. Both Asian and Hispanic graduates decreased between 1998 and 2003 but rebounded between 2003 and 2008. Black graduates in the social sciences exhibited a more modest increase in the past 20 years at 69% but the increase was steady with no downturns in that time. White graduates posted a 1% increase in social science degrees for the past two decades; however their numbers have declined since 1993.

**First-Year Graduate Students in Psychology**

These data were compiled from the APA/CWS 2010 Graduate Study in Psychology effort and were collected in 2009. The following are race/ethnicity for first-year students only. For full-time [first-year] students in 2008-2009, minority representation was 24%, 33%, and 22% respectively, in public doctoral, private doctoral, and public and private master's departments in the U.S. Of 16 Canadian departments reporting, only 9% of first-year full-time students were reported as being racial/ethnic minorities. In 2008-2009, among part-time students, minority representation was 30% in public doctoral departments. and 36% in private doctoral departments for first-year students. At the master's level we found 35% minority in public settings and 28% in private settings. Numbers of part-time students were much smaller than full-time students and represented only 14% of all first-year students.

At the doctoral level by setting of department, minority students represented 26% of first-year full-time students in traditional academic programs in 2008-2009 and 33% of first-year full-time students in professional school settings.

For more information on psychology's workforce go to: [http://www.apa.org/workforce](http://www.apa.org/workforce) or [cws@apa.org](mailto:cws@apa.org).

The following table presents data by race/ethnicity and gender for all graduate students enrolled full-time in a U.S. department of psychology in 2008-09.
### Race/Ethnicity and Gender of Students Enrolled Full Time in U.S. Doctoral and Master's Departments of Psychology, 2008-09

<table>
<thead>
<tr>
<th>N of departments</th>
<th>Doctoral</th>
<th>Master's</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total students enrolled full time</td>
<td>39,406</td>
<td>100.0</td>
<td>5,416</td>
</tr>
<tr>
<td>White full-time students</td>
<td>25,947</td>
<td>65.8</td>
<td>3,833</td>
</tr>
<tr>
<td>Minority full-time students</td>
<td>9,663</td>
<td>24.5</td>
<td>1,086</td>
</tr>
<tr>
<td>African American/Black students</td>
<td>3,533</td>
<td>9.0</td>
<td>347</td>
</tr>
<tr>
<td>Hispanic / Latino(a) students</td>
<td>2,884</td>
<td>7.3</td>
<td>325</td>
</tr>
<tr>
<td>Asian / Pacific Islander students</td>
<td>2,499</td>
<td>6.3</td>
<td>221</td>
</tr>
<tr>
<td>Native American students</td>
<td>261</td>
<td>0.7</td>
<td>38</td>
</tr>
<tr>
<td>Multi-ethnic students</td>
<td>486</td>
<td>1.2</td>
<td>155</td>
</tr>
<tr>
<td>Race/ethnicity not specified</td>
<td>3,796</td>
<td>9.6</td>
<td>497</td>
</tr>
<tr>
<td>Total students enrolled full time</td>
<td>39,406</td>
<td>100.0</td>
<td>5,416</td>
</tr>
<tr>
<td>Male students</td>
<td>9,751</td>
<td>24.7</td>
<td>1,239</td>
</tr>
<tr>
<td>Female students</td>
<td>29,622</td>
<td>75.2</td>
<td>4,177</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>33</td>
<td>0.1</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: 2010 Graduate Study in Psychology. Compiled by APA Center for Workforce Studies.

**Note.** Table includes only departments that responded to the survey and provided counts of their students. Thus, the numbers reported are undercounts.
Excerpts: Executive Summary of an 8-Year Progress Report on Ethnic Minority Recruitment, Retention & Training In Psychology

APA Commission on Ethnic Minority Recruitment Retention and Training (CEMRRAT2) Task Force

In 1997, the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) prepared a strategic plan. That Plan was approved by the APA Council of Representatives. Subsequently, $75,000 to $100,000 a year were allocated in the APA budget for activities that are consistent with those recommended by the APA/CEMRRAT Plan. In 2005, the CEMRRAT2 Task Force initiated a comprehensive empirically-based assessment and evaluation of the extent to which the Plan's objectives and strategic goals had been addressed during the 1997 – 2005 period. The following are excerpts from the executive summary of the report of that summary, which is available at http://www.apa.org/pi/oema/resources/success-challenge.pdf.

Findings

The findings in this report reflect both the tremendous success that U.S. psychology has experienced in confronting and aggressively addressing barriers to improvements in ethnic minority recruitment, retention, training, and advancement in psychology, as well as the significant challenges that remain. The following is a summary of the report's major findings.

- Ethnic minority students are increasingly priming the APA student membership pipeline. Between 1998 and 2003, total student affiliate membership declined by 15.9%, whereas minority student affiliate membership increased by 28.7%.
- From 1997 to 2004, 20.3% of the increase in APA's membership was attributable to ethnic minorities.
- Between 1997 and 2004, there was a 41.2% increase in ethnic minority participation in APA governance.
- Since 1997, ethnic minority representation has increased at all levels of psychology's education pipeline, but it continues to be constricted at higher levels of the pipeline.
- Between 1996 and 2004, the representation of ethnic minority recipients of bachelor's degrees in psychology increased by 36%.
Between 1996 and 2004, the number of ethnic minority recipients of master's degrees in psychology increased by 90.8%; in 2004, 27.2% of such degrees were awarded to ethnic minorities.

Between 1996 and 2004, the number of ethnic minority doctoral recipients increased by only 16.6%; in 2004, ethnic minorities received 20.1% of EdD and PhD degrees in psychology; in 2003, ethnic minorities constituted 19.9% of the new enrollees in PsyD programs.

Summary data of the Association of Psychology Postdoctorate and Internship Centers (APPIC) suggest a trend toward a shrinking internship applicant pool and an increase in the proportion of unmatched internship applicants who are ethnic minorities.

Between 1997 and 2001, new ethnic minority doctoral recipients decreased their participation as postdoctoral fellows by 26.1%.

In 2005, ethnic minorities constituted only 12.4% of the nation's full-time psychology faculty.

Members of the original CEMRRAT subsequently served in at least 24 APA governance positions, thus ensuring that the CEMRRAT vision was seeded throughout APA.

Since its inception in 1999 and through 2006, the CEMRRAT Implementation Fund awarded 134 grants totaling $478,000, which in turn leveraged no less than $370,000 in additional funds.

Three waves of CEMRRAT-authorized surveys to state, provincial, and territorial psychological associations (SPTAs), divisions, and governance groups suggest that increased ethnic minority participation and infusion of diversity-related concerns involve a developmental process:

- The 2000 survey results suggest that responding entities focused their ethnic minority efforts on establishing the presence of ethnic minorities and ethnic minority issues at the core and in the leadership of these groups by developing minority slates or nominating ethnic minorities and by establishing committees on ethnic minorities (or similar groups).
- The 2002 survey responses suggest that priorities were shifting somewhat, with increased efforts to support (a) committees on ethnic minority issues, (b) the attendance of ethnic minorities at conferences and meetings, (c) the incorporation of ethnic minority content in publications, and (d) special events and programs on ethnic minority issues at conventions.
- The 2005 survey suggests a continuing increase in the scope of ethnic minority recruitment, retention, and training efforts, with 11 of 12 surveyed minority-focused
activities reflecting increases in the percentage of divisions, SPTAs, or board/committees engaged in such activities.

- A summary analysis of the intensity of efforts since 1997 by the APA Central Office, divisions, SPTAs, and governance groups in support of each of the APA/CEMRRAT Plan's five objectives and 20 goals revealed that the greatest effort by far was devoted to the following goal:
  - Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classrooms and field experience through the conduct and sponsorship of workshops and convention presentations.

- The following are among the goals for which the least effort was devoted:
  - Develop procedures for responding to complaints and concerns related to diversity in academic and health institutions.
  - Introduce and/or increase the enforceability of accreditation and licensing standards focused on services to/research with multicultural populations.
  - Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.
  - Improve the recruitment and retention of ethnic minority faculty.

**CEMRRAT2 Priority Recommendations for 2008–2012**

Findings of the current report suggest that some of CEMRRAT’s goals have either gained increased urgency or are distinguished by the lack of attention given to their accomplishment. Thus, priority recommendations represent those major areas of concern where, to date, little transformative effort has been made relative to the extant need.

**Recommendation 1:** Increase ethnic minority student interest and talent in math, science, and scientific areas of psychology.

**Recommendation 2:** Increase ethnic minority faculty recruitment, retention, and training.

**Recommendation 3:** Increase ethnic minority student recruitment, retention, and graduation, with special emphasis given to effective preparation for graduate school, and for subsequent research and academic careers.

**Recommendation 4:** Increase the provision of national leadership for diversity and multiculturalism in education, science, and human services (e.g., develop a national public education campaign on diversity, and a
coordinated strategy for federal and state advocacy for funding of ethnic minority training throughout the psychology pipeline).

**Recommendation 5:** Increase data collection and compilation related to diversity and ethnic minority recruitment, retention, and leadership training.

**Recommendation 6:** Continue CEMRRAT2 Task Force oversight; continue funding for the CEMRRAT Implementation Grants; consider incorporation of the above recommended strategic actions into the APA CEO’s proposed Diversity Enhancement Plan.
LEVERS FOR CHANGE
The Federal Agencies' Perspectives on Ethnic Minority Recruitment, Retention and Training

Bertha G. Holliday, PhD
OEMA Senior Director

Shelby Siegel
OEMA Intern – The George Washington University

There is no way to deny that in almost every academic and professional area in America, ethnic minorities are underrepresented. For years, this fact was ignored, but is now garnering significant attention. Recruitment, retention and training strategies for minorities are being created, and are areas of high concern to many agencies and organizations. Federal agencies are highly interested in this topic, and several have published reports on the subject. And these reports are good indicators of national policy and activities related to minority training for critical health and science areas.

This article looks at the reports created by the National Academies of Sciences (NAS), National Science Foundation (NSF), the National Center for Education Statistics (NCES), the National Institute of Mental Health (NIMH), and the National Institute of General Medical Sciences (NIGMS). These reports identify the disparities and challenges faced by ethnic minorities in the academic and professional worlds, as well as suggest varying ways in which these problems could be solved. Indeed, many of the reports include strategic plans for minority training enhancement.

National Center for Education Statistics

A recent NCES comprehensive study of ethnic minorities involved in postsecondary science training was published in 2000 and titled Entry and Persistence of Women and Minorities in College Science and Engineering Education. This report addresses two major issues: the link between high school experience and entry into science and engineering undergraduate programs, and issues of undergraduate persistence and degree attainment in science and engineering. The report primarily presents statistical data and provides no programmatic suggestions. However, the statistics presented provide insights into the best predictors of ethnic minority achievement. The study predictors were indicators of family environment and support, student behavior, self-confidence, academic preparation, and the postsecondary environment.
Multivariate analyses revealed that racial/ethnic and gender gaps in entry to science and engineering studies are related to family environment, family support, student behavior, and school factors. In addition, at time of program entry, the gender gap is larger than the racial/ethnic gap. However, once enrolled in science and engineering programs, compared to White students, ethnic minority students are more likely both to not graduate within 5 years, and to change their area of study. But ethnic minority students did not exhibit higher college dropout rates. In contrast, female entrants outperformed males on indicators of degree completion and program switch.

National Academies of Science Assessment of Minority Training

In 2001, the NIH National Center on Minority Health and Health Disparities (NCMHHD) contracted with the National Research Council (NRC) of the National Academies of Science (NAS) to assess and analyze NIH minority trainee education and career outcomes. Specifically, NRC was asked to determine if NIH minority training programs work, which are most and least successful and why, what additional factors contribute to minority trainee success, and the kind of system needed to better address assessment questions in the future (NAS, 2005, p. 2). The report (Assessment of NIH Minority Research and Training Programs: Phase 3) of that assessment was published in 2005.

Major findings of that study are as follow:

1. All ethnic minority trainee respondents at all levels of the educational pipeline (undergraduate to postdoc/junior faculty) viewed their research experience as the most valuable aspect of their training programs. The second most important aspect was mentoring. Career development (e.g., networking, collaborating, grantsmanship) and funding (e.g., stipends, conference travel, fellowships) also were viewed by trainees as important and valuable aspects. However, trainees at all pipeline levels consistently noted that the amount of funding received was insufficient.
2. Study data suggest that the number of ethnic minority NIH trainees sharply declines at the postdoctoral and junior faculty level – especially among females.
3. The quality of mentoring is in need of improvement. Programs rarely provide mentor training. Many undergraduate trainees reported their “research” experience either
involved only mundane administrative tasks and/or they experienced a lack of encouragement. At the postdoctoral level, approximately 50% of minority T32 (institutional grant) trainees reported having no mentor at all.

4. Compared with non-minority trainees, minorities published fewer papers, reported less social integration in laboratories, and had greater difficulty securing employment after receipt of the doctoral degree, (NAS, pp. 6-9).

In response to these findings, NAS recommended that “NIH should commit to continued funding of minority-research training programs” (NAS, p. 9). NAS also recommended a variety of NIH program improvement administrative actions including additional program assessment efforts and development of a relational database of a minimum data set on progress and outcomes of all (minority and non-minority) NIH-funded trainees.

In light of the NAS report, the remainder of this article examines federal ethnic minority recruitment, retention and training strategies as revealed by recent reports and policies of the National Science Foundation (NSF), the National Institute of Mental Health (NIMH), and the National Institute of General Medical Sciences (NIGMS).

**The National Science Foundation**

The National Science Foundation’s (NSF) focus on minority education and training is derived from language in its 1980 congressional reauthorization that explicitly charged the agency with the responsibility for increasing participation of ethnic minorities and other groups historically underrepresented in science and engineering (Natalicio & Menger, 1999). Consequently NSF initially developed a number of initiatives targeted to the support of minority students and researchers (e.g., fellowships, grants, etc). However, as anti-affirmative action sentiments and related legal decisions intensified, NSF increased its focus on institutionally-based strategies (vs. grants to individuals) for minority training.
Best known of these “broadening participation” initiatives is NSF’s Louis Stokes Alliances for Minority Participation, (LSAMP) which was established in 1991 and funds alliances (or partnerships) among community colleges, 4-year and graduate institutions, and industry that focus on increasing the number of ethnic minority students who receive BA/BSs in science, technology, engineering and mathematics (STEM) disciplines and subsequently pursue graduate studies in these disciplines. A sister program, Alliances for Graduate Education and the Professorate (AGEP) was established in 1998 and supports innovative models for both recruiting, retaining and training minority graduate STEM students, and identifying and supporting ethnic minorities interested in pursuing academic careers. NSF also maintains programs (and seeks to increase funding) targeted to Historically Black institutions (HBCUs), Tribal Colleges (TCUs), women, persons with disabilities, and urban K-12 schools, as well as more traditional fellowship programs.

Such institutional strategies are increasingly buttressed by a systems (change) approach. For example, the NSF Committee on Equal Opportunities in Science and Engineering (CEOSE) 2004 Decennial Report to Congress emphasized the need for “pathways” (not “pipelines”) for underrepresented groups – the creation of which would require addressing the varying processes and experiences related to an individual’s attraction, retention, persistence and attachment to a specific career path. Further, the report noted that the creation of such pathways would require “institutional transformation” related to curriculum, teaching approaches, mentoring, career opportunities, role models, decision-making processes, reward structure, resource allocation, and ways of collaborating.

In 2007, as part of an effort to more actively pursue interagency coordination of federal agencies that administered STEM-related workforce diversity programs, NSF commissioned a survey of these offices. Some key findings were: (a) Funding for these programs had not kept pace with demand for the programs and (b) the agencies desired to engage in information sharing especially related to best practices, joint program funding and greater program coordination (re: common objectives and coordination). In 2008, consistent with its “new policy levers” thrust, CEOSE recommended that NSF establish policy that requires all NSF grant applications to address, under the “broader impacts” criterion, the subject of how their proposal relates to the broadening of participation (2007-2008 CEOSE Biennial Report to Congress).
The National Institute of Mental Health

In 2001, NIMH’s National Advisory Mental Health Council Workgroup on Racial/Ethnic Diversity in Research Training and Health Disparities Research issued a report entitled *An Investment in America’s Future: Racial/Ethnic Diversity in Mental Health Research Careers*, which has provided partial guidance to NIMH’s current ethnic minority training policies. Recommendations and strategic actions proposed by this report include: (a) creating a tracking system to monitor the career progression of NIMH trainees, (b) establishing a national mentoring program, (c) concentrating resources on post-doctoral stages of careers, (d) expanding networks and partnerships among other federal agencies, pharmaceutical industries, and minority-serving institutions, (e) making sure NIMH review boards are ethnically diverse, and (f) conducting annual reviews of programs that target ethnic minorities to ensure they work and continue to be relevant.

The NIMH increased emphasis on supporting ethnic minority training at the postdoctoral level was recently reiterated by its termination of two longstanding minority training initiatives: (a) The Minority Fellowship Program, which provided grants to mental health scientific/professional associations (including APA) to identify and provide financial support to minority/disabled/disadvantaged students pursuing doctoral training in a mental health discipline, and (b) the Career Opportunities in Research (COR) Honors Undergraduate Research Training Grants, which provided funding to predominantly ethnic minority/diverse undergraduate institutions (including approximately 20 psychology departments/programs that each were funded for approximately $300,000 per year) for both support of minority/disabled/disadvantaged students interested in pursuing mental health research careers, and strengthening of an institution’s mental health-related science curriculum. Consequently, NIMH’s emerging strategy for promoting training of ethnic minority researchers increasingly appears to be non-responsive to the question as to what will be the “pipeline” or “pathway” to postdoctoral status.
The National Institute of General Medical Sciences

In contrast to NIMH’s apparent retreat from a comprehensive ethnic minority pipeline training strategy, the National Institute of General Medical Sciences (NIGMS) and its Minority Opportunities in Research (MORE) Division has one of the most aggressive minority training strategies of the NIH institutes, involving formal planning, review and evaluation processes. The current NIGMS minority training strategy is guided to a great extent by the National Advisory General Medical Sciences Council MORE Division 2006 Final Report and the 2007 Response to that report by the NiGMS Biomedical Workforce Diversity Committee. These reports emphasize strengthening of the ethnic minority/disability/disadvantaged pipeline at all levels of postsecondary education into early career research activities. In addition, this strategy involves:

- Centralization within NIGMS of leadership for development of a diverse biomedical/behavioral workforce;

- Sharpening the focus of MORE’s goal to increase the number of underrepresented PhD’s and faculty in colleges and universities through increased emphases on training of students and postdocs, and use of MORE programs at minority-serving institutions for support of teaching and developing student research competence (i.e., not for development of institutional research capacity);

- Promoting research training partnerships between minority-serving institutions and research institutions (e.g., through summer research programs), as a means for providing student research opportunities;

- Promoting post-baccalaureate programs for students who are either new recruits to research in a specific biomedical discipline or “at risk” for graduate school success;

- Establishing a Faculty Career Award to honor and support faculty efforts to promote diversity;

- Increasing the number of underrepresented participants in top-ranked graduate and postdoctoral programs (e.g., by linking funding decisions for training grants to minority recruitment and retention success); and

- Encouraging increased program evaluation — including the development of a NIH-wide data base of NIH training statistics. (NIGMS Biomedical Workforce Diversity Committee, 2007).

Currently, NIGMS is requesting stakeholder comment related to its development of a Strategic Plan for Research Training.
Conclusion

The reports of the five federal agencies discussed above, clearly indicate their interest and commitment to broader participation of ethnic minorities in mental health careers and research. National data are beginning to be collected and analyzed that serve to enhance our understanding of both the source of ethnic minority underrepresentation and the strategies that are most likely to increase such representation. Despite differences in perspective and strategies among the agencies, a theory and technology of ethnic minority recruitment, retention and training is emerging. Hopefully, the growing body of data and experience will facilitate increased inter-agency coordination and the development of a coordinated national strategy related to the broader participation of ethnic minorities and other underrepresented groups in science and related academic, service and research activities.

Shelby Siegel is a junior at The George Washington University. She is a psychology major. She is originally from New Orleans, Louisiana. She spent two past summers working as a camp counselor and teaching assistant for elementary school-aged children at the Isidore Newman School in New Orleans. She spent another summer working with pre-school children at the Crested Butte Creative Arts Camp in Crested Butte, Colorado. Shelby is also fluent in French.

Accreditation Bodies and Diversity Standards

Shelby Siegel
OEMA Intern – The George Washington University

Mariam Abushanab
OEMA Intern – George Mason University

Bertha G. Holliday, PhD
Senior Director, OEMA

Accreditation bodies, which are recognized by the U.S. Department of Education, are responsible for ensuring that institutions adhere to standards that guarantee the best educational experiences for students, faculty and administration. This typically occurs through self-review and peer-review of quality assurance standards. Diversity/multiculturalism is a standard that is increasingly used in the accreditation process.

This article discusses varying views on standards for assessing the quality of ethnic minority representation and diversity in graduate training and education of several accreditation agencies associated with professional psychology and counseling training programs.
Specifically, the article focuses on the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Association of School Psychologists (NASP), and the American Psychological Association (APA). Please note that in psychology, only professional programs are accredited; scientific psychology programs are subject only to the institutional accreditation standards of regional accrediting bodies (e.g. North Central Association Commission on Accreditation).

**CACREP**

CACREP accredits graduate counseling programs in addiction; career; clinical mental health; marriage, couple & family; school; student affairs & college counseling; and counselor education and supervision. CACREP's current standards for accreditation include great attention to issues of diversity and multiculturalism. The glossary of the CACREP standards document defines diversity as "distinctiveness and uniqueness among and between human beings" (p. 59). Examples of CACREP standards related to diversity include:

- "The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community." (Sect. I, Std. J)
- "The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty." (Sect. I, Std. U)
- Social and Cultural Diversity is identified as 1 of 8 common core curricular areas and defined as "studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society..." (Sect. II, Std. G2.)
- Statements of specific diversity knowledge/skill acquisition expectations for students such as:
  - (a) "Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients. (Sect. III: Addiction Counseling subsection, Std.F3.)
  - (b) "... understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client." (Sect. III, Clinical Mental Health Counseling Subsection, Std. E.2.)
  - (c) "Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues. (Sect. III: Career Counseling subsection, Std. F2)
  - (d) "Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (Section III: Mental Health Counseling subsection, Std. D5)
  - (e) "Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (Sect. III, School Counseling subsection, Std. D3)
At the doctoral level, "...learning experiences...are required in...pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning". (Doctoral Standards, Sect. II, Std, C4)

NASP

NASP is a member organization of the National Council for the Accreditation of Teacher Education (NCATE), which formerly accredited professional education programs, but since 1988, focuses exclusively on the accreditation of their parent academic units (i.e., usually schools/colleges of education), and authorizes the "review" of professional programs by its member professional associations. Thus NASP's program standards are part of NCATE's standards, and the conduct of a NASP review is part of the NCATE accreditation process. Indeed, findings of professional program reviews constitute the primary data for 1 (Candidate Knowledge, Skills, and Professional Dispositions) of NCATE's 6 standards. Consequently, NASP standards are now used as the basis for 'approving' graduate school psychology programs, regardless of whether they are in a NCATE accredited academic unit.

Examples of NASP training standards related to diversity include:

- A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected. (Std. 1.2)
- "School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions." (Std. 2.3)
- Student Diversity in Development and Learning is identified as 1 of 11 domains of learning and practice that "should be fully integrated into graduate level curricula, practica and internship," and is described as: "School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of various biological, social, cultural... factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs." (Std. 2.5)
- "School psychologists recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior and long-term outcomes for students" (Std 2.5 Expanded description)
- "School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. (Std 2.7)
"The program applies specific published criteria for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed ... (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability) (Std. 4.2)

APA

APA's accreditation standards and process are based on several 'principles' such as: (a) Graduate education and training should be broad and professional in its orientation rather than narrow and technical; (b) Science and practice should equally contribute to excellence in training; (c) a program should have broad latitude in defining its philosophy or model of training and its training principles, goals, objectives, and desired outcomes. In addition, the APA accreditation process places emphasis on products or outcomes of training efforts and expects programs to document their achievements relative to accreditation domains.

APA accreditation involves 8 domains of which one (Domain D) focuses exclusively on Cultural and Individual Differences and Diversity:

Standards related to this domain call for:

- "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." (Domain D1)
- "The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology." (Domain D2)

In addition, issues of diversity have been incorporated into three other domains as indicated below:

- "The program engages in actions that indicate respect for and understanding of cultural and individual diversity... [as] reflected in the program's policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions..." (Domain A-5)
- "A curriculum plan... [that includes] Issues of cultural and individual diversity that are relevant to [history, science, methods of psychology, foundations of psychological practice, and diagnosis, and problem identification]" (Domain B 3(d))
- "The program shows respect for cultural and individual diversity among their students by treating them in accord with the principles contained in Domain A, Section 5 of this document.(Domain E3)
Similarities and Differences Among Diversity Accreditation Standards

All of the above organizations have stated their commitment to diversity and used their influence to infuse their constituent institutions/programs with this same commitment. Each set of standards has at its heart a desire to make the learning process and environment both welcoming and relevant to the reality of diversity in the world inside and outside of the classroom. All of the organizations also seem to agree on the need for systematic and systemic change in the academic institutions to accomplish this.

However, there are some differences in the exact tactics. For instance, the CACREP and APA standards directly address faculty diversity, while NASP does not. All of the standards to some extent address issues of curriculum related to diversity, but in somewhat different ways. APA speaks of this issue in very broad, almost aspirational terms, consistent with its approach that programs should define desired student outcomes. In stark contrast, CACREP, while not specifying specific courses or content to be included in the diversity curriculum, very explicitly identifies diversity skills and competencies that program students should acquire and be able to demonstrate. NASP, to a less exacting extent, also identifies expected student diversity knowledge and capabilities. Thus CACREP and NASP standards are far more competency based than are APA’s.

The diversity standards also differ in their general stance and underlying values. Those of APA standards seem to be primarily rooted in a valuing of non-discrimination, equal access to resources and knowledge, and deference to program self-definition and autonomy. CACREP and NASP adopt more affirmative and assertive stances reflecting a valuing of both individual differences within social-cultural contexts, and social advocacy/justice.

At least two other issues that are beyond the scope of this article shape differences among accrediting bodies’ impact on diversity in psychology: The designated process for review of standards, and the prescribed use and consequences of findings of partial or absence of compliance with diversity standards.
Unquestionably, diversity accreditation standards are a major tool for enhancing ethnic minority recruitment, retention and training in graduate professional areas of psychology.

The discussed standards can be found online at the links provided below.

CACREP Standards

NASP Standards

APA Standards

Mariam Abusahanab is a senior at George Mason University, where she majors in psychology. At GMU, Mariam is active in the GMU chapters of the Psi Chi and Lambda Sigma national honor societies, the Turkish and Muslim student associations, the Women's Coalition, the College Democrats Organization, and Students for a Democratic Society. Her previous internship experience includes positions with Sisli Etfal Hospital in Istanbul, the British Parliament in London, and George Washington University's Parent-Child Health Project. Mariam is fluent in Turkish, proficient in Arabic, and enjoys horseback riding.

The Associations' Perspectives On Ethnic Minority Recruitment, Retention and Training: Elementary School Through Graduate Studies

Shelby Siegel
OEMA Intern – The George Washington University

The research and reports on ethnic minority recruitment, retention and training come from many different sources. One of the areas that have produced a lot of work on this topic is professional associations. This article focuses on reports published by the American Speech-Language-Hearing Association (ASHA), the Education Commission of the States (ECS), the American Council on Education (ACE) and the National Education Association (NEA). These reports look at minority underrepresentation, and possible strategies for increasing minority presence in teaching, science, technology and higher education. They discuss the need for diversity, the challenges to this need and possible strategies that could be used to overcome these barriers.

The report done by ECS is entitled Eight Questions on Teacher Recruitment and Training: What Does the Research Say?. This report is written in a question and answer format. Following each question, an answer is given, complied from several interviews and research. Each question is also followed by policy implication proposals aimed at answering the problems raised by each question. For example, one of the questions is, "What impact do various strategies related to teacher preparation have on teacher
recruitment and retention?" This section compares traditional and alternative routes of teacher preparation. The findings suggest that alternative routes such as emergency certification programs had a large number of minority participants, and a low level of attrition. This suggests that non-traditional teacher training, may be a good way to attract and keep minorities in the field of teaching.

The report generated by the NEA, was compiled by a group called the National Collaborative on Diversity in the Teaching Force. The goals of this group, highlighted in the report, include, increasing research on the importance of culturally diverse teaching, eliminating obstacles seen by minority teachers, a commitment to equal resources for teachers in all schools and increasing the recruitment, preparation and support of ethnic minority teachers. Like the ECS, the Collaborative also suggests the use of alternative training programs to recruit minority teachers. They also suggest early and community college outreach programs and financial incentives such as scholarships and grants. Standardized tests are also mentioned as a point of contention. Prospective minority teachers tend to do poorly on these tests, in comparison to non-minorities, yet these scores do not always correctly predict the effectiveness of the teacher. They believe that the tests should be changed, or at least made a less important criterion for entrance into the collaborative field.

*Reflections on Twenty Years of Minorities in Higher Education*, published by ACE, focuses on the idea that while there have been many great strides in getting more minorities into higher education, there is a lot more work to be done. In order to fix some of these problems, possible solutions are provided by the authors. Some of these solutions include tutoring, mentoring, identifying students' needs at the pre-college level and forming stronger communication between K-12 education and higher education.

A second relevant ACE report is entitled *Increasing the Success of Minority Students in Science*. This report focuses on the ways in which universities can increase the number of ethnic minority students in their Science and Technology programs, and help ensure their persistence and success in these degree areas. ACE proposes that universities should do their best, through financial aid, to keep students from having to have full time jobs as well as a full class load. They also emphasize the need for more public awareness of this problem so that stakeholders such as state legislators, the federal government and the technology industry can get more involved.

The report published by ASHA is a review of the literature on ethnic minority recruitment, retention and training. It provides good information on a wide variety of topics, as well as an extensive list of the related literature, making it a very thorough resource. Some of the areas discussed are the impact of diversity on the classroom, financial difficulty faced by minorities and the academic under-preparedness that often keeps higher education out of reach for minorities. Along with identifying many problems, the report also includes literature that gives suggestions for the future. The literature suggests that when creating
recruitment strategies, they should be comprehensive, long-term and institution-wide. Another interesting strategy mentioned is recruitment from non-traditional sources such as social organizations and religious institutions. A great deal of emphasis is also placed on the need for minorities to be present and visible on college campuses as a means of attracting more minority students.

All of these associations raise very good points and follow them up with a wide variety of actions aimed at increasing diversity. These are very good resources and can be found online at the following links:

ECS

NEA

ACE: ("Reflections on 20 Years"")

ACE: (Increasing Success"")
SPECIFIC STRATEGIES
The Mentoring Relationship

Innocent F. Okozi, MA, EdS
Chair, APAGS-CEMA, Seton Hall University

Rosha Hebsur, MA
RDC (South-East), APAGS-CEMA, Argosy University-Washington, DC

Andrea Zainab Nael, MEd
RDC (South-Central), APAGS-CEMA, Oklahoma State University

Le Ondra Clark, MS, LPC
RDC (South-West), APAGS-CEMA, University of Wisconsin-Madison

The Value of Mentoring

One of the hallmarks of a psychology training program’s commitment to recruitment and retention of ethnic minority students through graduation is the creation of a welcoming and supportive environment. In this article, we will discuss the role of the mentoring relationship in facilitating the retention and matriculation of ethnic minority students. It has been found that mentoring is an effective approach to address the insufficient knowledge about, or access to, resources that many ethnic minority students experience (Allen-Sommerville, 1992; Hill, Castillo, Ngu, & Pepion, 1999). The effects of mentoring are multifaceted; it can be useful in improving communication abilities, removing financial obstacles, and eliminating institutional barriers that can contribute to a sense of alienation (Williamson, 1994).

Chan (2008) examined the multifaceted nature of mentoring relationships between ethnic minority predoctoral students and their faculty mentors, and found that mentoring provides ethnic minority students an entrance into a world of unwritten rules and etiquettes they are otherwise not privy to. The mentoring relationship also provides interaction with a system that is often inaccessible to ethnic minorities. Kram (1985) identified the foremost role of mentors as serving career and psychosocial functions through providing information and advice, coaching, exposure...
and visibility, honest self-disclosure, validation, and feedback. Thus, mentors have an ability to empower students with the resources and access necessary for navigating the climate of the academic world.

A salient factor in the mentoring relationship is the disclosure about race and status. Chan (2008) found that open dialogue about race, privilege, and racism between mentor and mentee paved the way for greater understanding and appreciation of differing worldviews. Additionally, sensitive negotiation of cross-racial relationships can give students the confidence and skills to adapt to a unique culture with its own set of unfamiliar norms and conventions. Mentoring, which provides ethnic minority students with openness, honesty, and feedback, can facilitate access into a world that can appear unclear, confusing, and anxiety-provoking.

**Informal and Formal Mentoring Relationships and Resources**

Informal mentoring relationships develop on their own between two partners who agree to develop the relationship. For example, one ethnic minority graduate student shared her experience as a mentee:

As a biracial student from a poor background, I experienced considerable difficulty on my path towards graduate school. My mentor saw a potential in me that I did not believe existed. Through my relationship with him, I gained more confidence and knowledge of the multifaceted nature of applying to a graduate program. I received lots of support from him, which allowed me to integrate my culture with my academic aspirations. We frequently discussed issues of microaggressions, acculturation, and surviving in an ivory tower world as a person-of-color. I am eternally grateful to him for this relationship and owe my educational attainments to his friendship.

The above example demonstrates how personal interest and involvement on the part of a faculty member (Thomason, 1999) or "personal concerned contact" (Taylor & Olswang, 1997, p.16) is essential for creating and maintaining a supportive environment (Rogers & Molina, 2006).
Formal mentoring relationships develop out of assigned relationships, usually between two partners who are associated with an organization. For example, the Committee on Ethnic Minority Affairs of the American Psychological Association of Graduate Students (APAGS-CEMA) developed a peer mentoring program for ethnic minority graduate students. This program is structured to allow advanced doctoral students the opportunity to mentor students who are in their first and second years in graduate school. The overall aim of the program is the facilitation of meaningful relationships that will aid the retention of ethnic minority students as they navigate through graduate school.

Another resource is The APAGS Resource Guide for Ethnic Minority Graduate Students (APAGS, in press). This guide has a section that highlights different strategies and helpful information that would facilitate the recruitment and retention of ethnic minority graduate students. In addition, the involvement of students of color in APAGS leadership enhances their training in leadership positions, which is inevitable if diversity is an integral part of psychology's raison d'etre.

**Conclusion**

Fostering mentoring relationships is a key strategy for the retention of students through graduation, particularly the retention of ethnic minority students. Relationships can take a variety of forms including formal or informal, and/or within or outside the student's graduate program or department. Emerging electronic communication media and social networking are vehicles that also facilitate both local and long distance mentoring relationships. Given the advocacy efforts in the field of psychology to increase the public access to psychological services, especially for ethnic minority populations, future research is needed to explore the impact of cross-cultural mentoring relationships in the recruitment and retention of students of color.
References


*Innocent F. Okozi, MA, EdS*, is a fourth-year doctoral student in the Counseling Psychology program at Seton Hall University, NJ. He is also a predoctoral intern at the University of Maine Counseling Center, Orono, Maine. Okozi is the current Chair of APAGS Committee on Ethnic Minority Affairs (CEMA) and the APAGS liaison to APA CEMA.

*Rosha Hebsur, MA,* is a third year doctoral student in the clinical psychology program at the American School of Professional Psychology/Argosy University, DC. She is a psychology extern at the Psychiatric Institute of Washington where she provides testing for ethnic minority children and adolescents. She is also an Advocacy Associate for People for Equality and Relief in Lanka (PEARL), a human rights organization dedicated to educating leaders about the tragic situation in Sri Lanka.

*Andrea Zainab Nael, MEd,* is a second-year doctoral student at Oklahoma State University. As a Regional Diversity Coordinator for CEMA, Andrea plans to work with the peer mentoring program to increase the sense of community within ethnic minority graduate students.

*Le Ondra Clark, MS, LPC,* is a doctoral candidate at the University of Wisconsin-Madison's Counseling Psychology department and a current predoctoral intern at the University of Southern California's Children's Hospital Los Angeles. Clark is the former Jegnaship chair (mentorship chair) and the current Chairperson of the Association of Black Psychologists Student Circle.
Mentoring Programs: What Works and What Doesn't Work

Mariam Abushanab
OEMA Intern – George Mason University
Bertha G. Holliday, PhD
Senior Director, APA Office of Ethnic Minority Affairs

There is a significant increase in the number of ethnic minority students in the United States. Accompanied by this increase, there is also a need for education systems to reconsider how they might best accommodate the needs of ethnic minority students. Among many other initiatives, mentoring programs have been shown to be effective in helping such students succeed in the education system, including collegiate and graduate education experiences. At the same time, there is also a need for evaluating the effectiveness of ethnic minority mentoring programs in order to differentiate between what works and what doesn't work and what factors contribute to student successes or failures.

There is wide-spread and longstanding agreement on this point. For example:

The American Council of Education and the Education Commission of the States (1988) urge colleges and universities to improve the prosperity for minority students and address the core problem of finding ways to motivate and provide more incentives for minority students to participate in post secondary education. The challenge is to find new and better ways to ‘motivate' and inspire young minority students to continue their education at the post secondary and graduate level. One such way to motivate and inspire minority students to continue their education is through mentorship. (p. 23)

The Role of Race, Ethnicity, and Culture

The success of the mentoring program depends highly on the understanding and effectiveness of the mentor. Before entering into such relationships, it is suggested that mentors become aware of the ramifications of their actions and words. The role of race, ethnicity and culture in the mentoring relationship is one of the most important factors to take into consideration regarding the mentoring of ethnic minority students. It is necessary for the mentors to recognize the impact - positive and negative -they have on their protégées as mentoring relationships, especially with ethnic minority students, tend to cross many sociodemographic divides. (Rhodes, Liang & Spencer, 2009). Thus, a key foundation of the mentoring relationship with ethnic minority students is the mentor's openness to issues in relation to race, culture, and ethnicity.
It stands to reason that the racial identity, ethnic identity, and acculturation level of a mentor may be significant factors in shaping the mentoring relationship. For instance, mentors who strongly identify with their own race or ethnicity may reflect that identity in numerous aspects of their professional life, such as their research projects and publications, the policy issues for which they advocate, their membership in professional associations, and so forth. As a result, a student working with such a faculty mentor will be exposed to a socialization process that may emphasize and value the role of race, culture, and ethnicity in one’s professional identity. Conversely, mentors who minimize race and ethnicity as key aspects of their personal and professional identity may provide mentees with a qualitatively different mentoring experience. (Alvarez, Blume, Cervantes & Thomas, 2009, p. 185)

Indeed, many have argued that the progressive decline in ethnic minority participation at higher levels of the educational pipeline is due in part to the unwillingness/inability of potential mentors at lower pipeline levels to actively engage discussions of race, ethnicity and culture relative to professional development issues.

**The Benefits of Mentor Training/Consultation**

Inevitably, a mentoring relationship, like other interpersonal relationship, are potentially problematic due to misunderstanding, conflict, and various types of communication breakdowns, (Rhodes, Liang, & Spencer, 2009). Besides the mentor's resistance to speak about issues related to race, there are many other factors that may lead to a weak mentoring relationship.

* Differences in cultural backgrounds and values may lead volunteers to hold or unwittingly act on cultural biases. Instead, volunteer mentors should receive prematch training and ongoing supervision/consultation to avoid making assumptions about mentees that are based on, or insensitive to, the latter's social class, gender, or disabilities. (Rhodes, Liang, & Spencer, 2009, p. 455)

This is a common problem in academia. For example, due to the cultural differences, mentors often are not able to understand the challenges that minority students are faced with, and may not know how to respond to help such students resulting in negative consequences for these students. This situation could be alleviated through training mentors to be understanding of cultural discrepancies. (Alvarez, et. al., 2009)

* The prevailing educational model in which students actively engage in questioning course material and in critical discourse in the presence of professors may be perceived as rude and disrespectful by students of
color...These behaviors [e.g., lack of classroom participation] may be misinterpreted by majority faculty as disinterest, poor understanding of material, and lack of assertiveness skills. As a result, minority students often are ignored and therefore inadvertently punished by faculty for a perceived lack of active participation (Alvarez, et al., p. 182).

Additionally, research indicates that when mentors provide minority students critical feedback "unbuffered" (i.e., without mention of expectation of high standards and assurance of students' capacities to achieve such standards), these students (compared to White students) become less motivated and perceive the mentor as more biased (Cohen, 1999). Other specific issues of cultural differences that might be the focus of mentor training include:

- reasons and pathways for career commitment;
- importance and commitments to family;
- behavioral styles – especially in academic and professional contexts;
- experiences, values, beliefs;
- knowledge of academic and professional cultures, and associated power differentials related to race/ethnicity/culture, gender and age; and,
- ethical considerations (Alvarez et al. 2009; Rhodes, Spencer & Liang 2009).

**Empirical Assessment of Mentoring Programs**

Most published assessments of ethnic minority mentoring involve: (a) description of theoretical models and processes of mentoring; (b) reflections of mentees and mentors on their experiences, and their perceptions of critical aspects of mentoring, and (c) empirical analyses of either mentoring program outcomes/impacts or differences in outcomes/impact between participants and non-participants of mentoring programs. But very few empirical analyses have focused on the impact/effect/outcomes of specific measured variables/factors of mentoring.

One such study was conducted by Duester (1994). This study focused on the quantity of mentoring received by ethnic minority college students participating in a mentoring program and related outcomes, such as student satisfaction with their collegiate experiences, student perceived growth and development during the program, rates of college retention, as indicated by student perception of the extent to which mentoring influenced student decision to continue their college education, and academic performance.
The Pearson product-moment correlation coefficient was computed for each question. Only one of the variables assessing satisfaction with collegiate experience correlated significantly with quantity of mentoring: Satisfaction with the diversity of faculty/staff (r = .30, p < .05, 2-tailed). Quantity of mentoring exhibited a nonsignificant correlation with overall satisfaction with collegiate experiences (r = .11). None of the indicators of personal growth and development correlated significantly with quantity of mentoring.

The most important contribution of this study was perhaps the findings related to the student's college retention and academia performance. The study found that the quantity of mentoring had a positive and significant correlation with influencing both students' decisions to continue their college education (r = .51, p < .01), and students' perceptions of their academic performances (r = .56, p < .01). However, the correlation between quantity of mentoring and accumulative GPA was not significant. Duester (1994) notes these seemingly incongruent findings are understandable as the majority of the students were freshman and had mentors for only 1 or 2 semesters — too short a period to effectively examine changes in GPA.

Conclusion

Theoretical, qualitative and empirical research suggest that a mentoring relationship can significantly impact ethnic minorities’ educational experiences. Although this article has focused on behaviors and impact of mentors, it should be remembered that mentoring is a type of relationship, in which both parties have responsibilities and obligations. Those of students have been described in booklets such as the University of Michigan Rackham Graduate School's *A Guide for Graduate Students at A Diverse University*. The increased reliance on mentoring as a tool for enhancing diversity, motivating ethnic minorities and increasing their incentives and participation in education and the professions, and ensuring ‘welcoming’ environments, require that we increase research on the process and outcomes of mentoring, and based on such evidence, develop mentoring programs as well as training programs for both mentors and mentees.

References


A Program for Mentoring American Indian Graduate Students

Gayle S. Morse, PhD
Utah State University
Carolyn Barcus, EdD
Utah State University

American Indians (AI) comprise nearly 2% of the United States population with over 500 tribes. Yet of the 3263 psychology doctoral degrees awarded in 2006, there were only 15 AI graduates (The Chronicle of Higher Education 2000). This disparity of educational success of AI students compared to the national population is also reflected in the high school graduation rate for AI students of 54% (versus 70% nationally.) These low performance rates indicate that there is not enough support for AI student degree completion.

The Impact of Mentoring

Research suggests that mentoring has a positive and important relationship for success in higher education including higher graduation rates, higher GPA, and increased entrance into graduate school. Research further indicates that for those who were matched in ethnically similar Mentor-Mentee dyads, the performance and retention outcomes were further increased (Campbell & Campbell, 1997; Campbell & Campbell, 2007; Godshalk & Sosik, 2003; Pagan & Edwards-Wilson, 2003). One study that examined AI students' success in graduate school affirmed the importance of a diverse faculty in the success of AI students and also suggested that a doctoral mentor is critical to student achievement and the feeling of belonging (Williamson & Fenske, 1992). Given these outcomes, it is apparent that a mentoring program is an ethical imperative for AI student success.

The Utah State University Mentoring Program

One successful mentoring program is the AI Support Project (AISP) in the Combined PhD program at Utah State University (USU) which offers a well-rounded program targeting AI students and other ethnic minority students. The directors of the USU program recognize the complexity of serving Indian students with nearly 500 different tribes,
language groups and varying cultural customs which are distinctly different from the majority culture. Therefore an important goal of the USU program is not only the AI students' incorporation into the academic system but also to maintain their tribal identity. This requires a multi-level program of mentoring support including faculty, advanced students, program graduates, and AI community leaders.

The first tier of the AISP is the availability of two AI Faculty members whose job is twofold. Their primary focus is to maintain a supportive environment and foster a sense of community by providing a friendly, supportive ear, offering help to negotiate the academic culture, and develop funding resources for AI students. The sense of community that allows graduate students to flourish in a research focused clinical setting is one where the AI staff become a family away from home and this may include helping students find a place to live, and listening to stories of being homesick while helping students stay motivated to complete their degrees. In addition, AI faculty may provide tutoring or facilitate working relationships with other faculty who can best help AI students in their areas of difficulty. Secondly the AISP faculty train and supervise an AI Graduate Assistant to interact with other AI students. The AISP Assistant helps by organizing group get-togethers, offering advice about what they have learned about working within the academic system as well as being a role model of AI student success.

The second tier of the AISP is to expand the AI student's view of psychology into a more national view and the possibilities available for mentoring, training, and growth as a psychologist. This is done with an experiential approach with student participation in an annual retreat-convention. For 22 years the two-day convention has been held on campus at USU following a two-day retreat at the USU Bear Lake Training Center. The purpose of the retreat-convention is to help students effectively incorporate their cultural world view into their role as an emerging psychologist. The Retreat provides an experience that offers a holistic blend of spiritual, social, and family activities with the scientific and academic aspects of an AI graduate student's life, while the convention maintains a focus on research and psychology as a science. The convention allows AI Students to present their research, explore ideas, and be introduced to a national network of renowned AI psychologists and graduate students.

Finally, an important focus is maintaining a "Critical Mass" of a minimum six to eight minority students in graduate training at any time. This helps create the sense of community necessary to keep AI students enrolled in school and adds another level of mentoring as the more advance students can provide information and support to the
incoming students. These three areas of support are critical to the success of our program and high graduation rate of our AI students, but most importantly help students develop their identity as psychologists within their AI identity.

References


Gayle Skawennio (Nice Flowing Words) Morse, PhD is the Co-Director of the American Indian Support Program, a member of the Mohawk Tribe of Akwesasne, a licensed Psychologist and Assistant Professor at Utah State University. She has conducted research in the areas of environmental health, Native American Culture, and mental health. She has presented findings in peer reviewed articles, as well as at international and national conferences.

Carolyn (Bear Woman) Barcus, EdD, is co-director of the American Indian Support Project in Psychology at Utah State University, is recently retired and currently working part time teaching and mentoring minority students. She is a past president of the Society of Indian Psychologists, and is a member of the Blackfeet Tribe of northern Montana, whose goal is to raise Tennessee Walking horses.
Attracting and Retaining Ethnic Minority Students: Experiences, Perspectives, and Challenges from a Doctoral Program in Clinical Psychology

Richard Ruth, PhD
Dorothy Evans Holmes, PhD, ABPP
The George Washington University Professional Psychology Program

When some think of psychodynamic clinical psychology, images of a method reserved for majority-culture elites arise. Yet when visitors experience George Washington University's Professional Psychology program, they see the diverse ethnicities of our students (21.3 percent of current students and 30.3 percent of entering students are ethnic minorities) and faculty (22 percent of core faculty and 33 percent of associated program faculty are ethnic minorities), operating a clinic whose patients reflect a majority African-American city where one out of every ten persons speaks Spanish as a first language. When people get to know us, they — sometimes to their surprise — find that we emphasize the methods of psychotherapy empirically most likely to be of significant help to people with complex, multilayered, persistent problems — a common reality in the disadvantaged and underserved communities we serve.

Some of the Ways We Help Ethnic Minority Students Feel Welcomed and Valued

Informal mentoring and role modeling

As in all graduate programs, our students have assigned academic advisors, and all are free to select professors who share their interests. But we also emphasize that the entire core faculty is available to all students, and reinforce this by dually credentialing all our faculty, as teachers in the program and as attending psychologists in our clinic. Intentionally, we have a core faculty that includes racial, ethnic, and sexual orientation diversity. Thus, all students have the experience of interacting closely with ethnic minority faculty members in positions of clinical authority, not just in the classroom. For aspiring majority and ethnic minority professionals, this experience is key.
Our institutional culture creates space for ethnic minority students to voice needs not always visible. One student sought out a faculty member (RR), a native speaker of her first language, because she realized she did not have skills for professional clinical work in her native language. Together, professor and student worked out a plan to help her develop the necessary competencies. Another student felt different from other members of her ethnic minority group because her identity is faith-centered. Again, she was able to work with faculty who shared her perspectives and could support her particular developmental needs.

Curriculum that integrates diversity concerns in all course offerings and field placements

All courses offered in our program must reflect the value we place on inclusion and diversity. Syllabi are reviewed each semester to ensure they comply; instructors who need consultation to develop relevant readings, exercises, and approaches are offered it. The topics we cover, and the case examples we choose, reflect this commitment. Students know that relevant knowledge is tested in their comprehensive exams. Majority and ethnic minority students who aspire to work in ethnic minority communities leave our program with the knowledge and skills they need. In many cases, they win internships specializing in work with ethnic minorities that equip them further.

We do not succeed equally in all courses. We have our fair share of difficult discussions. Balancing curricular needs is always a complex work in progress. However, our policies help shift the climate of our classes. In particular, they create important support for students of multiple minority identities (ethnic minority/LGB; students of dual ethnic and religious minorities). Apropos field placements, all students are required to be placed at a community site as a complement to their work in our in-house clinic. In both settings, emphasis is placed on provision of competent service to underserved populations, including but not limited to the urban poor, AIDS patients, patients with substance use issues, and single mothers recovering from abusive relationships.
Program support of diversity

To reinforce the value we place on a facilitative environment for all our students, we recruit ethnic minority professionals as clinical supervisors, some of whom provide specialized consultation (such as supervision of clinical work in languages other than English or Spanish) in areas not represented among our core faculty. We support our Spanish- and Portuguese-speaking students who have formed La Tertulia, a club that helps native and acquired speakers refine language skills and cultural knowledge to become effective bilingual/bicultural clinicians. We offer an advanced course in cross-cultural clinical psychology for students - many of them ethnic minorities - who want to become leaders in this emerging edge of our profession. We recently cut back on faculty meeting time, a tough decision, to allow student members who work a chance to attend meetings of our program's faculty/student/staff Diversity Committee.

We are proud of our achievements in recruiting and retaining ethnic minority students, but far from satisfied. As a program in a private, tuition-driven university during difficult economic times, we sometimes lose talented ethnic minority applicants to universities that offer more financial support. We have to advocate for more student support, and find creative ways to extend the impact of the support we can offer. We are better at attracting members of some ethnic groups than others. But we are in this for the long haul, and work to build further on our foundation of success.

Our efforts for better funding have included direct appeals to the university administration - another work in progress. To date, this has resulted in additional financial support of our diversity recruitment. Specifically, we received full-tuition merit-based fellowships for the first year of graduate study (2008-09) for two minority students. These awards were in addition to our program routinely receiving partial tuition merit awards for approximately one third of new students, and, as of fall 2009, we received twenty need-based awards of $5,000 each. We continue our efforts in this regard.

Summary

Our diversity recruitment/retention efforts aim at enlarging the numbers of variously diverse students who choose to study with us. At present, our student diversity includes African-American, Caucasian, Latino, Asian, Alaska Native/Native American, and multiethnic students. Through diversity infusion in our student body, faculty, and curriculum, we aim to enhance knowledge and skills of all in our community for work with diverse populations. Our approach reflects our commitment to APA Ethical Principle D: Justice, which requires that "psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists."
Dr. Richard Ruth is originally from Argentina. His interests include cross-cultural assessment and therapy, disability, and trauma. He has taught at The George Washington University Professional Psychology program since 2006 and currently heads the program's child/adolescent track.

Dr. Dorothy Evans Holmes is African-American. The focus of her published research has been the impact of race, class, and gender on ego functioning and on transference-countertransference manifestations. She is a Professor and the Director of the Professional Psychology Program at The George Washington University, where she has been on the faculty since 1998.

Evaluating Scientific Enrichment Programs When Control Groups Are Not Feasible

Lawrence A. Alfred, PhD
Sheila F. LaHousse, PhD
Paula Beerman, MPH
Zunera Tahir, BS
Manpret Mumman, BS
Georgia Robins Sadler, MBA, PhD
Moores UCSD Cancer Center

The National Cancer Institute (NCI) recognized that increasing the number of basic scientists and health care professionals from disadvantaged communities is one way of addressing cancer disparities among minority communities. The NCI's Cancer Center's Continuing Umbrella of Research Experiences (CURE) Program, an optional supplement to the NCI's Cancer Center Support Grants, evolved from this belief. The Moores University of California, San Diego (UCSD) Cancer Center's CURE Program offers undergraduate and community college transfer students who have a grade point average of at least 3.0, laboratory and academic skills training to increase their likelihood of matriculating into graduate school. Students take part in a salaried, eight-week laboratory training program enriched by daily career and skills building seminars. After the summer training, students are given the option of 10 hours of funded laboratory placement with a CURE-dedicated laboratory faculty mentor and continued academic and personal mentoring by the CURE faculty. Subsequently, students are helped to secure continued funding through Diversity supplements, faculty grant support, or other UCSD enrichment program support.
Assessing Program Impact

The CURE Program's directors sought outcomes that would reflect the program's impact. The randomized controlled trial (RCT) is the gold standard for assessing outcomes. However, for programs that seek to measure the impact of academic enrichment programs that promote students' success in science and health fields, the RCT design presents unusual challenges. With the RCT, half of the most promising students would be randomized into a control group with an intervention of equivalent time and resources, but one that did not help to advance students' success in health and science careers. As most universities offer multiple opportunities for the scientific enrichment of their top minority students, assigning students to an equivalent RCT intervention would effectively consume the students' discretionary time available to participate in other scientific enrichment programs offered by the university. Further, to evaluate the experimental intervention accurately, students who are randomized into the control group would be asked to agree not to join comparable scientific enrichment programs offered by the university, raising further ethical concerns.

The Moores UCSD Cancer Center's CURE program opted to enroll all of the top students who applied for admission to its CURE Program (n= 83), thereby introducing clear selection bias in the methodology. To assess the program's impact on its student participants, other outcome measures were selected that did not raise the ethical concerns associated with the RCT design.

CURE students' persistence in science and their matriculation into a graduate or health professional school with an emphasis on cancer-related research is the program's distal outcome goal. However, intermediate measures were important to evaluating the program's progressive impact. For example, for the 53 UCSD students who matriculated into the CURE program as incoming freshmen or as community college transfer students, 92% persisted in the sciences beyond their first year at UCSD, compared to a range of from 90% to 95% for UCSD's overall equivalent student body, not a statistically significant difference. However, of the 83 CURE students, 92% graduated and 86% persisted in science through to their college graduation. Publications and awards were another interim outcome measure for
the CURE Program. CURE students were co-authors on 30 peer-reviewed publications and 15 students published abstracts. Five received extended funding through NIH Diversity supplements and two received Best Poster Awards in 2009, one for biology and one for biochemistry, at the Society for the Advancement of Chicanos and Native Americans in Science. The list of total accolades awarded to the CURE students leaves no doubt of the success of the dual mentoring strategy employed in this CURE program.

As to the ultimate outcome measure, of the 56 students who graduated with a bachelor's degree, the majority has enrolled in or has completed graduate degrees: 50% in the basic sciences or pharmacy, 14% in medicine, and 6% in nursing. The remaining 30% are working in public health or biotechnology or are science teachers, and all are qualified to matriculate into advanced degree science and health programs.

**The Importance of Dual Mentorship**

The combination of enrichment experiences, research participation and mentoring appear to be responsible for the students' success in entering graduate school for health and research careers. Equally important to these students' success is the number of times they turned to the CURE program faculty for assistance with academic-related problem solving and counseling, letters of recommendation to graduate school, and preparation of advanced degree school applications and fellowship applications. The commitment extends into graduate school, as many of the students learned they could call upon the continued guidance of the CURE faculty. Having the dual mentorship from laboratory faculty and CURE program faculty seemed to be important in helping the students to surmount the diverse hurdles they faced to achieving their full undergraduate potential.

**Acknowledgments**

Parts of this article were delivered at a podium presentation during the October 2009 American Association for Cancer Education Annual Scientific Conference. This program has been funded by the following NIH grants: 5P30CA23100; U56CA92079/U56CA92081 and 1U54CA132379/1U54CA132384; 5P60MD000220; 5R25CA65745; and U01CA114640. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the National Institutes of Health.

**Dr. Lawrence Alfred** is Emeritus Professor Biology and Co-Director of the NCI-funded Continuing Umbrella for research Experiences (CURE) program and the Creating Scientists to Address Cancer Disparities program at the Moores UCSD Cancer Center. He is also the UCSD Campus Coordinator of the Bridges to the Baccalaureate program, a partnership with San Diego Mesa Community College.

-LVI-
Recruitment and Retention of Ethnic Minority Graduate Students in Psychology

Innocent F. Okozi, MA, EdS
Chair, APAGS-CEMA, Seton Hall University

Andrea Zainab Nael, MEd
RDC (South-Central), APAGS-CEMA, Oklahoma State University

Rosha Hebsur, MA
RDC (South-East), APAGS-CEMA, Argosy University

Regina M. Sherman, PsyD
Postdoctoral Fellow, Emory University Medical Center (Former RDC, APAGS-CEMA)

Communities of color have been identified as disproportionately affected by the lack of access to and receipt of both medical and mental healthcare (CDC, 2009). The lack of ethnic minority psychologists to meet the mental healthcare needs of these communities is also a major concern. Rogers and Molina (2006) noted that the increase of representation of psychologists of color within the profession would benefit the society by highlighting unmet needs, contributing to new knowledge, and keeping up with the demands for psychologists as service providers, scientists and educators. Hence, APA-accredited psychology programs are expected to engage in the recruitment and retention of ethnic minority students (APA, 2009). Some evidence suggest that many doctoral training programs are still struggling to keep up with this expectation (Rogers & Molina, 2006; Thomason, 1999). Some doctoral training programs seem content with

It is our opinion that the commitment to ethnic minority recruitment and retention in the field of psychology should become common practice with realistic, "targeted" recruiting and retention strategies.
minimal efforts to attract students of color. It is our opinion that the commitment to ethnic minority recruitment and retention in the field of psychology should become common practice with realistic, "targeted" recruiting (Newman & Lyon, 2009, p. 299) and retention strategies.

This article will provide an overview of recruitment and retention strategies employed by some graduate psychology programs that excelled in the recruitment and retention of graduate students of color through graduation.

**Targeted Recruiting Strategies**

The mandate to increase diversity in organizations (for practical, legal and ethical reasons) in the United States has led many recruitment efforts to focus on attracting large numbers of minority applicants (Newman & Lyon, 2009). This strategy increases the number of ethnic minority applicants, yet, it often generates applications from candidates who are either unqualified for the available position or disinterested (Newman & Lyon, 2009). Thus, using more targeted recruiting methods, like aptitude-based or trait-based recruiting, may help to identify candidates from various ethnic minority groups with specific competencies required for the position (Newman & Lyon, 2009).

Recruiting informally through referral or word of mouth has been shown to be effective for attracting high performing applicants. This model, however, may not reach competitive ethnic minority job candidates for several reasons: (a) ethnic minorities respond more frequently to formal recruitment methods such as career fairs, employment agencies, newspaper and poster advertisements, and brochures (Kirnan, Farley, & Geisinger, 1989; Thomason, 1999); and (b) White business representatives may not have as many informal relationships with candidates of color, making it difficult to recruit via word of mouth.

**Recruitment Strategies Specific to Psychology Graduate Programs**

Rogers and Molina (2006) examined strategies for recruiting and retaining ethnic minority graduate students at eleven universities that have excelled at recruiting ethnic minority graduate students. These strategies include: (a) the consistent provision of attractive financial aid packages for the duration of academic study; (b) connections and networks made by faculty with prospective students; (c) a strong representation of faculty and students of color; and (d) the involvement of both faculty and students of color during the recruitment process (Rogers & Molina, 2006; Pitts, 2009), including mentoring of minority undergraduate students. It should be noted that the responsibility of recruiting students of color should not only be that of graduate students and faculty of color, but that of the entire department or program (Thomason, 1999). Some graduate schools successfully recruit more graduate students from historically ethnic minority institutions and communities (Fortune, 2004; Gunn, 2003; Rogers & Molina, 2006; Thomason, 1999).
Retention Strategies Specific to Psychology Graduate Programs

Once ethnic minority students have been admitted into graduate psychology programs, efforts need to be made to retain these students so that they complete their degree and enter the profession. Mentorship is a key factor in retaining students of color. Rogers and Molina (2006) identified that strong faculty-student relations and a climate of collaboration, ongoing feedback, and flexibility were paramount in helping graduate students not only survive graduate school, but thrive.

Social support also plays a large role in retaining ethnic minority graduate students. Several researchers have found that the achievement and emotional well-being of students of color are influenced by the degree to which students are integrated into their academic and social networks (Davidson & Foster-Johnson, 2001; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). In addition, support from other mentors outside the graduate program or department were found to be vital to an ethnic minority graduate student's success (Rogers & Molina, 2006).

Not surprisingly, some of the successful strategies for recruiting ethnic minority graduate students have also been found to be effective retention strategies: (a) financial support throughout graduate school, through to graduation (such as fellowships and assistantships), (b) employment of at least a faculty member of color within the program faculty, and (c) high ethnic minority graduation rates (Rogers & Molina, 2006; Thomason, 1999).

Conclusion

Recruitment and retention efforts are the responsibility of each faculty, regardless of race and ethnicity as well as that of the institution to which the graduate program belongs. Those graduate programs or institutions that believe in increasing the representation of ethnic minority psychologists engage and excel in the recruitment and retention of ethnic minority graduate students. There is need for more research and evaluation of barriers to recruitment and retention and effective means of removing the barriers.
References


*Regina Sherman, PsyD.* is currently a post-doctoral fellow at the Emory University Medical Center/Grady Health System, where she is working with African American women recovering from domestic violence and with low-income individuals living with HIV/AIDS. She was a Regional Diversity Coordinator for APAGS CEMA from 2007-2009.
Inoculation in Paradise or Keeping Us Recruited, Retained, Trained, or Sane (Enough): A Sprinkling of Qualitative Data Gathered Since 1985 or What I Have Down So Far

Jesus (Jesse) R. Aros, PhD
Blossoming Rose Foundation of Aztlan

Three (3) illustrative observations within our field are presented and discussed relative to the recruitment, retention, and training of psychologists, especially those of us from racial/ethnocultural *minority* backgrounds. The focus is on describing possible challenges and opportunities that tax our resilience and resolve to "stay in the game" for early career and more established colleagues of color. The purpose is to succinctly validate individual and collective struggles while pointing out some of what we know and don’t, have down or are still resolving, and/or are cognitively inoculated against or are still affected by.

The tectonic-like stress we experience as racial/ethnic psychologists as the planes of our psychosocial identity collide in multiple roles, expectations, and environments with mixed privileges and oppressions are exacting, ponderous…Thus, effective and frequent cognitive behavioral inoculations against the perennial stress of our being figuratively both lamb and coyote among historical and current types of psychosocial prey and predators while trying to resolve the ensuing enmities, intrapersonally and interpersonally, are definitely in order. This brief article seeks to boost our awareness, wellness, and resilience via the presentation of three (3) vignettes in hopes of better and deeper inoculations against a perennial source of our anxiety: Collective prototypes and personal templates of respect, love, hate, anger, and jealousy in our close relationships with self and others that impact the double whammies of individual and organizational racism that
we face and may even unintentionally initiate even as experts in our field (Arredondo, 1996; Fitness & Fletcher, 1993; Frei & Shaver, 2002; Glaser & Chi, 1988).

**Recruitment**

**Vignette 1:**

* A Mexican candidate for a clinical directorship is met with tortillas, eggs, salsa, and potatoes at the start of the breakfast meeting on the first day at a Hispanic Serving Institution (HSI), when beans were inquired after, a senior member of the committee immediately asked in a loud voice where the chicharones (cracklings) were? At which point, all the committee went completely quiet.

As psychologists of color we must be prepared that once in a great while we may say or do usually small things we or others find offensive; however, appropriately processing responses are generally preferable to letting it ride, engaging in passive-aggressive subterfuge, active splitting, etc. Any individual or organization unwilling or unable to do this may not be as fully competent yet as possible (Arredondo, 1996).

**Retention**

**Vignette 2:**

* In an organized, collective bargaining setting, a psychologist of color invokes contract due process and brings another racial/ethnic minority colleague to an executive meeting regarding his/her retention. Upon arrival, non-service animals (e.g., toy poodles) are in the White executive’s lap and office while the executive refuses to seat the accompanying colleague until the psychologist cites and quotes the provision from the contract allowing a colleague to accompany him/her.

In our post civil rights era, we often do not expect or experience such a clueless yet nasty frontal assault like the above. Incidents imbued with infrahuman messages need to be addressed at the get-go and often followed up by internal grievance procedures later. Again, we need to be prepared to calmly address and firmly handle the situation with its internal and external sequelae, neither understandably exploding on the spot from the anger we feel, or being shocked into silence through the incredulity. Avoid becoming isolated, and process as if a counter-transference — yet accepting fact as fact (Gelso & Hayes, 2007).
Training

Vignette 3:

In selecting candidates for a nationally coveted slot, the director and several others inquire about a candidate’s "commitment" to other diversity issues besides race/ethnocultural ones. A member speaks up, then several others. The qualified candidate with multiple, relevant interests is slated, but was not finally selected.

"Fit" and "commitment" continue to be questionably used as PC cop-outs or part of the not-so-new post civil rights covert racism we usually face or even dish out (Arredondo, 1996; Morrow & Aros, 2003). So, when in doubt, talk about, listen for, and then actively process group or individual expressions of "confusion" or "discomfort" by real or assumed leadership that seek to shift responsibility from the one expressing it to the one who "caused it". This seems to be an emerging shibboleth for problematic cognitive appraisal strategy that needs to be better understood, debunked, and more actively inoculated against. In short, anytime we have a situation where someone else is asked to explain what someone else is thinking or feeling, we likely have a postcolonial peril as/if we do not look to the possibilities that give rise to the misattribution, including latent aspects of jealousy, anger, hate, racism, homophobia, sexism, and all other "negative expressions" attached to our cognitive appraisals and within our psychosocial milieu (Arredondo, 1996; Fitness & Fletcher, 1993; Gelso & Hayes, 2007).

As sane psychologists of color, we must keep addressing jealousy, anger, hate, racism, sexism, and the negative impact of "isms" while boosting respect and love in close relationship among us. Our challenge may be inoculating against oppression while looking at our privilege?

References


**Dr. Jesus (or Jesse) R. Aros** is the Director and Co-founder of the Blossoming Rose Foundation of Aztlan; past Director of Student Counseling and Disability Services for Students at Texas A&M International University; former Director of Graduate Counseling Programs at St Mary's College of CA; and, prior Tenured Associate Professor of Counseling at the University of Guam, Mangilao campus. He is a current member of the APA Committee on Disability Issues in Psychology and a lifetime founding member of the National Latino/a Psychological Association.