PhD General Clinical Psychology Program Plan
for Recruitment & Retention of Diverse Students & Faculty

According to APA’s Standards of Accreditation (Implementing Regulation C-21 D. Diversity Recruitment and Retention):

Diversity is essential to science and quality education and training in Health Service Psychology. The goals of diversity recruitment and retention include, but are not limited to, creating and maintaining inclusive environments and improving access to quality education and training. An inclusive environment is one in which the program creates an atmosphere that is welcoming, respectful and affirming of students’, and faculty members’ multiple identities.

In accordance with Standards I.B.2, III.A.1.b-i-ii and IV.B.5 of the Standards of Accreditation for doctoral programs, an accredited doctoral program is responsible for making systematic, coherent, and long-term efforts to 1) attract (i.e., recruit), and 2) retain diverse students and faculty into the program.

In addition, the program is responsible for assessing the effectiveness of both its recruitment and retention efforts and identifying areas of improvement. For both recruitment and retention of students and faculty, the program must provide program-level efforts and activities, in addition to any institutional, departmental, or other unit activities that are used. Programs are expected to seek and utilize generally accepted best practices in the field regarding recruitment and retention of diverse individuals.

The UNCW Psychology Department and PhD General Clinical Program define diversity:

Diversity includes, but is not limited to race, sex, age, national origin (including ethnicity), language, religion, disability, sexual orientation, gender, veteran’s status, socio-economic status, and history of overcoming adversity.

The Program has established this systematic, multi-year, and multiple effort plan to recruit and retain a diverse faculty and student body and engender a climate of inclusiveness, mutual respect, acceptance and open-mindedness among students, faculty, staff, and the broader community. A report of the concrete and specific programmatic efforts made to recruit and retain diverse students and faculty over the past two years is available as a separate document on the Program website: https://uncw.edu/psy/phd/genclin/genclin-diversity.html.
Students

Recruitment of a diverse student body

*Goal: Increase diversity among students in each incoming class by 2021*

**2019-2020:**
1. Develop additional recruitment materials (in addition to the current brochure and website) that is attractive to prospective students from diverse backgrounds. For example, highlight on-going research with diverse populations, include photos of current students engaged in clinical and research settings that convey diversity and inclusion, and distribute widely via faculty, students and the Graduate School.

2. Provide as many financial aid/scholarship options for diverse students as possible, through efforts from the Graduate School and University Advancement.

3. Increase the reach of our recruitment efforts to include sending brochures and posters for display at universities that serve diverse students (Historically Black Colleges & Universities, Hispanic-serving institutions).

4. Meet at least annually with the Office of Institutional Diversity & Inclusion (OIDI) and communicate regularly, to consult on best practices for the recruitment and retention of diverse students. Ask the Office to provide feedback regarding the Program’s plan and efforts from the previous year.

**2020-2021**
1. Meet with other departments on campus (e.g., College of Health & Human Services) to share data regarding best practices for recruitment of diverse students.

2. When eligible, apply for APA Minority Fellowship awards, HRSA grants, etc.

Retention of a diverse student body

*Goal: Assure all students are provided the support needed to complete the program successfully*

**2019-2022**
1. Connect students with on-campus mentoring opportunities such as through the Latino Faculty & Staff Association, African American Staff Association.

2. Diversity shall be a consistent topic discussed at the Student Town Halls-- feedback is delivered to the Director of Clinical Training (DCT) with identifying info removed. If there are tensions or other dissatisfaction, the Core Faculty meet, with student input, to develop a targeted plan of action. The plan is also discussed with the Officer of Institutional Diversity & Inclusion (OIDI) or other affiliated resource.

3. Assess department and program climate are assessed via anonymous survey annually.

**2020-2022**
1. Hold individual sessions with students to assess their satisfaction with how the program incorporates diversity. We recognize that individual meetings may allow for more disclosure of the topics that are sensitive.

2. Review and update annually or as needed, processes for handling student grievances that encourage diverse students to feel comfortable coming forward.

**Evaluation of Progress with Student Diversity Plan**

**Recruitment:**
During the fall semesters, core faculty met to discuss diversity among all applicants, those invited to interview, those who were offered admission and those who accepted our admission offers.

**Retention:**
Although no students have struggled or left the program to date, we plan look at each individual case of attrition or differential success and try to determine (with input from the student/faculty member), what factors were influential.

**Current areas of strength and room to grow:**
In examining diversity among the 10 current and incoming students, there is diversity in age, race, gender, religion, ethnicity, and history of overcoming challenging circumstances (e.g. periods of homelessness). Diversity regarding sexual minorities and disability status is not represented.

**Continuing Evaluation Plan:**
Moving forward, we will *evaluate* our efforts to enhance racial and ethnic diversity, and diversity broadly defined and carefully monitor student comfort level and success.

For 2019-2023 and on an annual basis, we plan to:
1. Hold a dedicated core faculty meeting to discuss diversity issues related to faculty and students.
2. Hold “Coffee Talk” meetings with all current students to discuss their perceptions of support for diversity among students and diversity among faculty, supervisors and practicum clients.
3. Continue to have students complete the annual, anonymous survey that assesses program climate, including diversity.
4. The DCT and the Chief Officer of the Office of Institutional Diversity & Inclusion will meet annually to review the effectiveness of programmatic and university diversity efforts and to generate ideas for future efforts.

**2020-2023**
1. Meet with other departments on campus (e.g., College of Health & Human Services) to share data regarding best practices for recruitment of diverse students.

Faculty

APA Accreditation Standard IV. Faculty states:
Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty from differing backgrounds. The program has developed a systematic, long-term plan to attract faculty from a range of diverse backgrounds and implemented it when possible (i.e., when there have been faculty openings).

The Core Faculty, with assistance from the Diversity Committee and Department Chair, are responsible for the following:

Recruitment of Diverse Faculty

Goal: Increase the diversity of the applicant pools for the next available faculty position from 5% to 10%; Increase diversity of Core faculty in the next two years

2019-2023 (as positions become open)
1. Consult with the Office of Institutional Diversity & Inclusion and HR specialists, especially for each new hiring opportunity to review and adopt best practices for advertising/distribution, attracting and interviewing candidates for openings.

2. Invite HR recruitment specialist to attend initial faculty search committee meeting to provide training in the latest recruitment strategies to attract diverse applicants.

3. Work with Chair to assure that at least one member of the Diversity Committee serve on the hiring committee that conducts the initial review of applications.

4. Advertise in publications that reach diverse audiences: All postings will be placed in the APA Monitor and in APA PsycCareers online. Send mailings about openings to the membership of APA Division 45 (the Society for the Student of Ethnic Minority Issues) and to the APA Office of Ethnic Minority Affairs. Advertise in newsletters for professional organizations such as:
   - In Focus
   - Asian American Psychologists
   - Psych Discourse,
   - Latina/o Psychology Today
   - In a Good Way.

5. Each member of the core faculty, Psychology Department Diversity Committee members and other department members of the search committee will post openings on professional listserves and contact colleagues in their sub-disciplines to distribute information about the program and faculty vacancies. When recruitment efforts are in
progress the search committee will evaluate the diversity of applicants to the best of its ability, although applicants are not asked to divulge information regarding their diversity status nor are we permitted to ask.

6. If there is a perceived lack of diversity among applicants, the search committee will bring the issue to a department faculty meeting to redouble its efforts at searching out and soliciting diverse applicants. For example, urge individual faculty to reach out to colleagues to further advertise the position and also to nominate potential applicants so that we may reach out to individuals and invite their applications.

7. Have the DCT, CG and other core faculty travel to PhD Clinical Programs within North Carolina that have strong diversity student presence and meet with current students who may be planning a career in academia/clinical training.

8. Assure that applicant review during hiring includes screening for commitment to diversity, which is defined as interest or experience in diverse settings (e.g., teaching and/or mentoring students from diverse populations, working with diverse populations, conducting research on issues of diversity). Interviewers should assess applicants’ experiences and interests in multicultural or diverse settings and how they have (or might) incorporate diversity into their classroom and research. This focus would also provide an opportunity for the program to convey its commitment to diversity education and research to applicants.

9. Meet with other departments on campus (e.g., College of Health & Human Services) to share data regarding diversity among faculty and best practices for recruitment of diverse students.

Retention of Diverse Faculty 2019-2023
1. Monitor results of the UNC-System’s Staff Engagement and Inclusion & Campus Climate surveys and monitor retention of diverse faculty. If a faculty member leaves, investigate any contributing factors.

2. During the annual review, the Chair will ask individual faculty members about satisfaction with their jobs, the department climate, and the role they play in our program, with attention to diversity characteristics. This may allow for opportunities to provide support and resources to retain diverse faculty.

3. Chair and peer review committee will take into account the inclusion of diversity-related content in courses when assessing faculty teaching competence for annual review, promotion and tenure.

4. Pursue opportunities for all faculty to acquire multicultural competence in new teaching areas.
5. Representatives from the Psychology Diversity Committee will meet with OIDI to discuss the establishment of a diverse faculty development programs.

**Evaluation of Progress with Faculty Diversity Plan**

**Recruitment**
The program will *evaluate* the effectiveness of its efforts to attract faculty who are diverse by:

1. During the search process, the search committee will examine the applicant pool carefully and increase search efforts as indicated in Recruitment action #6, above.

2. At the core faculty meeting dedicated to diversity issues (held annually) we will examine the diversity status of new hires and composition of its faculty, seek consultation from the Department Diversity Committee and OIDI, and refine our plan going forward. This meeting will be attended by at least two members of the Department Diversity Committee and by student representatives.

3. The DCT and Department Chair will meet with the Chief Officer of the Office of Institutional Diversity & Inclusion on an annual basis to review the effectiveness of programmatic and university efforts to attract faculty from diverse backgrounds.

**Retention**
Although no faculty have left the program to date (2 years), *we plan to assess* each individual case of attrition or differential success and try to determine (with input from the faculty member when possible), what factors were influential in the decision to leave. The Chair will monitor faculty job satisfaction via individual meetings (#9 above) on an annual basis.

**Current areas of strength and weakness:**
The core faculty represent diversity characteristics related to age, gender, religion, national origin, and language. Among Associated Faculty, racial, ethnic and linguistic diversity is represented. One of these members makes substantial contributions to the teaching of diversity, research with diverse and international populations, mentoring of students, and leadership on the department’s Diversity Committee. The program would clearly benefit from hiring additional faculty with diverse backgrounds in areas such as sexual minority and disability status.

**Plan and Efforts to Enhance Diversity Training Efforts More Broadly**

**Practica**
2019-2023
1. Students will continue to assess multicultural competency of supervisors annually and this feedback will be used to enhance supervision of practica.

2020-2023
1. DCT will verify via phone and site visit when possible, that students are placed in clinical practicum sites that provide opportunities to work with ethnic minority clients (especially SES, disability status, ethnic & racial diversity).
2. DCT will inquire at each agency to verify that supervisors engage in multicultural training via continuing education multicultural offerings.

Curricula
2021 - 2023
1. Core faculty will review syllabi of courses for multicultural content in 2021 & 2023.

2. The Diversity Committee will assist the program in incorporating more experiential components in courses that address diversity issues (e.g., Cultural Plunges). Community members will present on diversity-related topics once per month at the “Coffee Talk” meetings, and students are required to attend.

Research
2019-2023
1. The Diversity Committee will survey faculty and students each fall semester to update our Department website, faculty research and dissertations that focus on areas of multicultural training, practice, and mental health issues.

2. Verify with the Office of Research Compliance that program research projects comply with National Institutes of Health regulations and APA ethical guidelines for the conduct of research with ethnic minorities and special populations.

Institutional level
1. Seek information about the Campus Climate via annual meeting and engagement with OIDI.

2. Pursue university support (Graduate School) for recruitment and retention of diverse students and faculty. This includes financial support for these efforts.

3. At the annual core faculty meeting to discuss diversity issues, each faculty member will report on at least one event or training opportunity in diversity issues attended in the previous year. In addition to increasing diversity awareness among our faculty, this also demonstrates to the student representatives the importance of continued training.