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TOWARD A PSYCHOLOGY OF VARIANCE: INCREASING THE PRESENCE AND UNDERSTANDING OF ETHNIC MINORITIES IN PSYCHOLOGY

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The title of this chapter suggests a metaphor about variability that relates psychology's goals to its own methods of investigation. Psychology uses measurement of central tendencies and variances to develop general laws of behavior and to describe similarities as well as differences within a population. Measurement of central tendencies suggests generalities about a group. Measurement of variances describes not only the boundaries of the group, but illustrates the relationship of an individual to a group.

This chapter reflects concerns about the patterns of demographic variance that exist in the general population as well as among students and teachers of psychology. An understanding of current patterns can lead to the recognition that people who are from nonmajority segments of society

are underrepresented and poorly understood relative to majority groups. This pattern is scientifically, ethically, and politically undesirable. Organized psychology should actively promote the understanding and presence of ethnic minorities within the discipline. As Albert (1988) argued, culture has an important role in modern psychology.

In this chapter, we will consider the means to enrich diversification among those who study and teach psychology. In the first section, we review the recent debate over cultural diversity in American higher education, summarizing selected institutional responses to multicultural students and curricula and the research and policy literature on student retention. After establishing this overall perspective, the second section provides demographic information about psychology students and faculty. In the third section, we describe a departmental self-study that facilitates understanding, defining, and evaluating diversity issues. In the fourth section, we discuss strategies to recruit ethnic minority students to undergraduate psychology courses as well as strategies to recruit and retain these individuals to the psychology major. The chapter concludes with a discussion of the problems of recruiting and retaining ethnic minority faculty.

MULTICULTURALISM IN AMERICAN HIGHER EDUCATION

Cultural diversity is a hotly debated issue in society and on college campuses in recent years. After World War II, higher education was transformed by the admission of "nontraditional" students. First, military veterans increased the age of the traditional student population beyond that of the 18–22-year-old. Second, increasing numbers of women balanced the gender proportions on campus. Third, people of color were included rather than excluded from institutions. Hence, student diversity increased on many campuses, especially at community colleges.

For years, it was assumed that these changes in student demographics did not require changes in degree programs, faculty teaching strategies, or academic and student support services. All students were considered as essentially the same and the focus of higher education was to develop and maintain excellence in scholarship. However, when increasing numbers of admitted students became attrition statistics, administrators and researchers identified a common problem—student retention. Retention was eventually tied to a more effective matching of educational opportunities with the needs of diverse students.

A starting point in assessing and resolving retention issues is to describe the multicultural shifts in American society and the philosophical bases for building an academic community and psychological knowledge base that includes cultural diversity. Resources on the topics of retention and development of all ethnic minority students as well as particular subgroups

will be presented. These descriptions establish the institutional context for efforts within psychology programs and with ethnic minority students.

Changing Demographics

The demographics of the American people are indeed changing. Cortes (1991) summarized this trend in his review of statistics from the Population Reference Bureau:

By the year 2080, the United States of America will be approximately 24 percent Latino, 15 percent African-American, and 12 percent Asian-American. More than half of the nation's population will be "diverse." What is now referred to as "ethnic diversity" will be the majority within the next 100 years. (p. 8)

Astin (1982) provided an overview of the emergence of ethnic minority students on American college campuses. A report in the series "Change Trendlines" (Carnegie Foundation for the Advancement of Teaching, 1987) analyzed undergraduate, graduate, and professional school enrollment patterns from 1976 through 1984 by race and ethnicity for Asian Americans, African Americans, Hispanics, and Native Americans. Annual updates with similar descriptive statistics can be found in a special almanac edition of *The Chronicle of Higher Education* published every fall semester.

What is critical to fully understanding changing demographics is an understanding not only of between-group differences but of within-group differences. In many cases, within-group differences mask between-group differences because of the influence of other (and usually less understood) variables such as social class. A variety of sources have explored such differences in greater detail for African-American students (Allen, 1987; Arbeiter, 1987; Fleming, 1984; Helms, 1990), Asian-American students (Hsia & Hirano-Nakanishi, 1989; Suzuki, 1989), and Hispanic students (Carnegie Foundation for the Advancement of Teaching, 1988; De Necochea, 1988; Estrada, 1988; Fields, 1988). Smith's (1985) review article on the stress experienced by ethnic minority individuals and their coping strategies is another excellent resource.

Institutional Responses

Responses to these changing demographics have been quite varied. Cortes (1991), Hill (1991), and Wong (1991) provided philosophical and pragmatic rationales for incorporating diversity into the academic community. Wong (1991) summarized the spirit of these efforts well when he stated, "... diversity without community becomes anarchy. . . . community without diversity becomes fantasy, if not anachronism" (p. 54).

Several proposals have been put forth as a means to address the changing landscape of the American population and campus demographics. For example, Astin (1985) proposed a talent development model aimed not at achieving community but at achieving increased student learning in all levels and types of institutions. Another excellent example is Green's (1989) *Minorities on Campus*, which provides a pragmatic guide for achieving the mutual goals of access and excellence.

Related efforts have focused on specific curricular issues. The curriculum has undergone major transformations on some campuses in response to new scholarship on gender, race, and class as well as in response to the new generations of students. The Carnegie Foundation for the Advancement of Teaching (1992) and Levine and Cureton (1992) analyzed the magnitude of these changes nationally. Butler and Schmitz (1992) and Schneider (1991) offered examples of how to diversify courses and academic programs.

Finally, retention has generated much attention in the literature on higher education. Astin (1975) first addressed this elusive problem. More recently, Tinto (1987) completed a comprehensive study on its "causes and cures." National organizations such as the Educational Testing Service (Clewett & Ficklen, 1986), the American Association of State Colleges and Universities (Task Force on Educational Equity, 1987), and the American Council on Education (Green, 1989) used growing empirical literature to fashion specific recommendations and to develop programmatic guidelines for improving recruitment and retention. A two-part study reported in *Change*, the magazine of the American Association of Higher Education (Richardson, Simmons, & de los Santos, 1987; Skinner & Richardson, 1988), offers insight into the practices of 10 institutions that have been very successful in these endeavors. Richardson (1989a, 1989b) has also provided a general blueprint of how academic cultures can accommodate diversity.

In the following sections, we will focus our attention more directly on these issues and their consequences for psychology students, psychology majors, and psychology faculty.

PSYCHOLOGY STUDENTS AND FACULTY DEMOGRAPHICS

By the year 2000 more than 25% of the college-age population will be African Americans or Hispanics (Kohout & Pion, 1990). U.S. Census Bureau projections indicate that by 2030, approximately 11.6% of the U.S. population will be White adolescents and young adults ages 15–24; comparable figures for African Americans will be 14.7% and for Hispanics 15.5% (Spencer, 1986). Thus, the ratio of ethnic minority adolescents to White adolescents will be approximately 3:1. Therefore, the ethnic minority pop-

ulation will be the population from which psychology will draw its students and the population that the field will serve.

A major problem facing psychology is that relatively few ethnic minority individuals study psychology. Despite some gains posted during the late 1970s (Howard et al., 1986), it is believed that those increases are not being realized at present. Indeed, the opposite may actually be occurring. Nevertheless, the paucity of students does not reflect decreased numbers of potential precollege students. An American Council on Education report indicated that in 1985, 20% of the school-age population was from minority groups, especially in large metropolitan areas (Green, 1989). This figure is expected to rise to 39% by the year 2020.

One explanation for few ethnic minority students in psychology may be that they are exposed to other interesting or viable disciplines first and in many cases before college, thereby committing them to other fields of study before they encounter psychology. For example, the American Council on Education noted that a large percentage of ethnic minorities enroll in 2-year or community colleges where the breadth of psychology offerings may not be as well represented as it is in 4-year programs (Green, 1989). Currently, about 55% of Hispanic and 43% of African-American students in higher education are enrolled in community colleges.

A second explanation for psychology's problems in attracting ethnic minority students is the unfair but commonly held belief that an undergraduate degree in psychology is not very marketable. A recent review of psychology alumni studies effectively disputed this expectation (McGovern & Carr, 1989). However, ethnic minority students are pursuing careers that they believe will yield higher status or pay with a baccalaureate and without pursuing additional graduate or professional study. For example, the percentages of bachelor's degrees awarded to ethnic minorities in science and engineering fields climbed from 11.5% in 1980–81 to 14.0% in 1986–87. In psychology, 15.1% of the bachelor's degrees awarded in 1980–81 were received by ethnic minorities; this number declined to 14.1% in 1982–83 and 12.8% in 1984–85 before returning to 15.5% in 1986–87 (Kohout & Pion, 1990; U.S. Department of Education, 1990). In 1987, ethnic minority individuals received 12.2% of all doctoral degrees awarded in all science and engineering fields, compared with 9.2% of all doctoral degrees awarded in psychology (Kohout & Pion, 1990). These statistics suggest that science and engineering are more successful in attracting ethnic minority students into programs leading to advanced degrees. If there is no reason to suppose that ethnic minorities should be intrinsically less attracted to psychology than to other disciplines, then the differences in percentages require attention and action.

A recent survey of psychology doctoral programs in the United States showed that slightly more than 6% of faculty were ethnic minorities: African American, 3%; Asian American, 2%; Hispanic, 1%; Native American,

less than 1% (APA, 1990). Although comparable statistics for ethnic minority faculty in undergraduate institutions have not been collected, such statistics may be even worse because graduate schools can offer incentives that undergraduate institutions may not be able to afford. In contrast, the 1989–90 racial and ethnic group percentages for all full-time faculty in colleges and universities were: Asian American, 5%; African American, 4.5%; Hispanic, 2%; and Native American, less than 1% (“Almanac,” 1991). Psychology appears to have fewer ethnic minorities represented at the faculty level than do other disciplines.

Kohout and Pion (1990) reported that the majority of ethnic minorities who receive psychology doctoral degrees do so in three applied fields: 57.8% of the degrees awarded between 1983 and 1987 were in the areas of clinical, counseling, and school psychology. This trend has been evident since 1975 (Howard et al., 1986). Data from the APA (1990) *Directory of Ethnic Minority Professionals in Psychology* indicate that 64.4% of the professionals registered are in these three specialties. Similarly, of the applicants for the APA Minority Fellowship Program (MFP) between 1986 and 1990, only 23.2% were research applicants; the remainder were clinical applicants (Minority Fellowship Program, 1991). The MFP has been a long-standing source and barometer of ethnic minority representation in graduate school. These figures strongly suggest that the number of ethnic minority faculty has leveled off considerably and is not keeping up with the overall growth in graduate education in psychology.

These demographics and the needs of psychological practice, research, and education suggest that psychology must promote greater diversity to enrich the field. These trends were recognized by the participants of the recent National Conference on Graduate Education in Psychology (APA, 1987). Many of the 14 resolutions developed at the graduate conference have been incorporated in one form or another into specific recommendations that serve as a foundation for the current discussions. Additional concerns and suggestions have also been raised by the National Council of Schools of Professional Psychology in *Toward Ethnic Diversification in Psychology Education and Training* (Stricker et al., 1990).

THE DEPARTMENTAL SELF-STUDY

Improving the diversity of the psychology student population is a necessary, important, and invigorating challenge. This challenge can be undertaken by a single faculty person, by a subcommittee, or by an entire department. However, it is anticipated that a greater effect will be achieved if entire departments can focus on these issues. Diversity initiatives range from simple actions built into the department’s annual goals to complex, long-term strategies that are part of a collaborative, longitudinal plan.

An initial step used to increase ethnic minority representation in psychology courses is the departmental self-study. Departments establish a baseline for themselves by analyzing their current recruitment and retention statistics. The self-study fosters an appreciation for the seriousness of the challenge as well as for the commitment necessary to meet that challenge. Because the issues influencing this problem vary considerably from department to department and institution to institution, recruitment and retention issues must be considered in light of local institutional missions and circumstances and specific community interests, resources, and needs.

The departmental self-study format can vary. Discussions might take place as part of annual or periodic faculty or departmental reviews. Ideally, dedicated meeting times or retreats provide less frenetic contexts in which to explore difficult problems and generate new strategies. Some departments may want to involve outside consultants or a facilitator.

The framework for departmental discussion should be forged by the participants themselves. However, several pertinent questions may be useful. The following questions can help initiate and structure faculty exploration on attracting and retaining ethnic minority students. These questions are not exhaustive.

- Why should psychology be concerned about increasing ethnic minority student participation?
- What does this department offer in our program that holds special appeal for ethnic minority individuals?
- What are the needs and aspirations of potential ethnic minority students? How do these vary from their majority counterparts?
- What methods are successful for recruiting students to undergraduate psychology classes? To the major? To psychology careers?
- What resources (pamphlets, folders, books, videos, contact people, etc.) enhance recruiting success?
- How can interest in psychology be promoted at earlier educational levels?
- How will the effectiveness of recruitment and retention efforts be evaluated?
- What are the successful recruitment and retention models in higher education that are important to examine?

ETHNIC MINORITY STUDENT RECRUITMENT

The general public has little prior exposure to scientific psychology. Indeed the first exposure to scientific psychology for most is an introductory

psychology course. This may be even more true for ethnic minorities. Psychology faculty, therefore, should consider promoting the discipline even before enrollment decisions are made. Enhancing the appeal of psychology to ethnic minority students may require even more targeted promotion efforts. Although recruitment at the graduate level is critical (Isaac, 1985), recruitment practices must begin at the undergraduate level.

Improving Outreach and Addressing Special Needs

Improving Outreach to Students and the Community

Psychology faculty can visit grammar, middle, and high schools; technical and community colleges; and community groups to discuss psychology as a scientific means to enhance human understanding and welfare. The appeal of psychology will be stronger with ethnic minority students if the speaker is a member of an ethnic minority group or if topics can be selected that have a particular importance for minorities. Local or visiting ethnic minority psychologists are strong role models. Alumni and upper-level undergraduates can be just as effective in discussing their undergraduate work in the major. Outreach efforts are not limited to on-site visits. Pamphlets and other resource materials about careers in psychology and psychological issues can also be used.

Departments can sponsor awards for behavioral science projects in science fairs to recognize emerging interest in psychology. Special recognition might be offered for projects that explore issues relevant to diversity. With assistance from a local psychology department, the media can also promote better public understanding of psychology, especially by addressing the concerns of ethnic minorities.

Potential college students can visit college campuses for a short lecture or presentation, for a classroom or a laboratory experience, or for precollege summer workshops. Interested students could become involved in summer research programs.

A theme of this chapter and others in this book (e.g., chapter 5) is the need to improve linkages among educational levels. The need to network also applies to ethnic minority recruitment. Strong local networks among high schools and high school counselors, community colleges and advisors, and colleges and universities facilitate the advising of students into programs with a well-known commitment to diversity. This commitment is made known by individual contacts, community network meetings, and summer workshops on teaching resources, goals, and strategies.

Employers of ethnic minority graduates may be encouraged to support psychology as a beneficial major for career development. For example, hospitals and community agencies may be especially receptive to collaborating with a department offering course work to improve employee per-

formance and commitment. On-site classes, especially introductory psychology, may also interest someone to a sufficient degree that further course work in a traditional setting will be pursued.

Developing Programs Relevant to Nontraditional Needs

The decision to take courses in psychology may depend on the relevance of those courses to undergraduate students. When students do not have a history of college attendance, additional support systems need to be in place to foster a sense of belonging. Attention should be given to the scheduling and location of classes, faculty knowledge of available financial supports, and access to day care. In particular, students who are the first generation in their families to attend college may need assistance to navigate through admissions, enrollment, and financial aid procedures.

Practical application of the principles of psychology is especially attractive to beginning students of psychology. They should have the opportunity to become involved early with student interest groups. Students of all ethnic backgrounds benefit from involvement in minority community programs (e.g., volunteer assistants in public schools or with elderly people). Active learning opportunities (see chapter 7) expose psychology students to a wider population and promote understanding among different traditions.

Recruiting Ethnic Minority Students Into the Psychology Major

Psychology has personal, intellectual, and applied value for ethnic minority students with either a baccalaureate or a graduate degree. The potential, however, may not be evident to those not involved in the field. Specific strategies have to be developed to make this potential more understood. With regard to ethnic minority students, competing forces may direct them toward other disciplines and professional programs. Psychology departments need to develop more complex, long-term strategies to foster ethnic minority presence in the major.

Most psychology majors initially expect the study of psychology to assist them in understanding their lives, their families, and their communities. Because first exposure to psychology may have been through the mass media, students' career expectations may be unrealistic. This discrepancy may lead to disenchantment with the real-world opportunities available in psychology. This situation may be more of a problem with ethnic minority students, whose difficulties may be the norm and not the exception. Therefore, departments need to shape realistic career expectations and goals for their undergraduates.

Departments that successfully recruit ethnic minority students into the major still face the challenge of retaining those students. Recruiting

and retaining ethnic minority psychology majors depends on a number of factors, including financial assistance, mentor support, advising, and the degree to which students participate fully with other students and faculty in departmental activities. Departmental climate and other local and community conditions influence the retention of ethnic minority psychology majors through graduation.

The following subsections offer strategies for attracting, recruiting, and retaining ethnic minority majors.

Addressing Differences in the Introductory Course

A fundamental area of attention in psychology is individual differences. In fact, diversity is an important theme throughout psychology, including the multiple theoretical perspectives that students learn as the basic content of the introductory course. The value of diversity in the science of psychology and in its theories should be underscored throughout the students' first course.

Materials in the introductory course should address questions raised by ethnic diversity. Topics can highlight psychology's contributions to social issues, ethnic minority issues, and the issue of individual differences. Bronstein and Quina's (1988) *Teaching a Psychology of People* is an effective resource for lecture ideas, course assignments, or additional readings.

In the introductory course, career opportunities in psychology should be described. Instructors can offer information about career development and include active learning exercises to assess student potential for work in psychology. These discussions are even more meaningful when current conditions and projected demographic changes are introduced as variables that will influence future needs in the discipline. *Toward Ethnic Diversification in Psychology Education and Training* (Stricker et al., 1990) provides resources for developing possible future employment projections.

Transforming the Undergraduate Psychology Curriculum

An undergraduate curriculum that incorporates the psychology of variance is critical. Such a curriculum can expand the knowledge base to include all ethnic minority issues, thereby enhancing the recruitment and retention of ethnic minority students. This emphasis on the psychology of variance need not await the arrival of minority students. Concepts of variability and individual difference serve as foundations for understanding human behavior. Although these ideas are introduced in the introductory psychology course, these concepts should be amplified and reinforced in later course work. Diversity-related problems can be analyzed in all existing and new courses, in texts, in supplemental materials, in new programs or concentrations, and in research and placement opportunities.

Information and materials about variance should be added to the

curriculum. These concepts are particularly important for introductory psychology classes at the high school or college level in which students are first exposed to psychology. The inclusion of diversity issues motivates ethnic minority students to appreciate psychology more and teaches all students the effects of diversity on their own lives.

Including diversity-related topics in the curriculum can help instructors better address teaching issues that are relevant to an ethnically diverse society. Including such topics does not mean that instructors need to eliminate coverage of core concepts in psychology. Although some traditional text information may need to be omitted because of time constraints, the trade-off is likely to be enhanced student interest in more personally engaging topics. At a minimum, instructors should be encouraged to use examples that highlight diversity issues to clarify traditional psychology concepts.

There are abundant examples of content areas that involve ethnic minority interest in psychology. These include sex, gender, social class, ethnicity, culture, religion, immigration, acculturation, bilingualism, cross-cultural research, and how to cope with prejudice and discrimination.

Courses or concentration areas can be developed to focus on ethnic diversity and mutual understanding. Such courses should emphasize minority scholarship and achievement as well as minority issues. Examples of specialized courses include Cross-Cultural Psychology, Psychology of Human Diversity, African-American Psychology, and Ethnicity and Gender, among others. Special preparation and research may be required to develop such courses; it should not be assumed that faculty members are prepared to teach these courses simply because they are members of a relevant minority group.

Creating New Concentrations

Psychology can attract students who seek immediate postbaccalaureate employment by developing interdisciplinary courses and new majors oriented to the job market. For example, 2-year institutions, such as Houston Community College, offer an applied science or an associate in applied science degree in mental health; students can train to become paraprofessional counselors, geriatric workers, psychological technicians, social worker associates, and workers for residential institutions. The National Organization of Human Services Educators (NOHSE) provides information on the mental health associate degree. Some psychology departments, such as the one at Pace University in New York City, offer a bachelor of arts degree in an interdisciplinary area (e.g., human relations) that can lead to employment at business and human services agencies. At Pace University, students' advanced work emphasizes practical application and experiences

in the areas of personnel, residential care, and health and human services agencies.

Interdisciplinary courses (e.g., industrial psychology, health psychology, sports psychology) can be developed with students' vocational interests in mind. For example, psychology departments could collaborate with nursing departments to develop a specialized health management concentration.

Improving Pedagogy

The classroom climate needs to provide ethnic minority students a good learning atmosphere to facilitate subject mastery and student retention. Trujillo (1986) reported that majority faculty tended to have significantly lower expectations of ethnic minority students than did their counterparts. Effective teaching can help faculty promote effective learning climates that are supportive of diversity. Instruction that encourages active involvement with a diverse student body can build a sense of community in the classroom. Exercises can be used to facilitate ethnic minority students' involvement. Diversity can also be considered when assigning group projects, developing problem-solving exercises, and forming study groups.

Critical thinking should be a cornerstone of classroom activities. Students with no previous exposure to scientific processes may have difficulty understanding psychological inquiry. Instructors need to be explicit in their expectations of students' critical thinking skills, perhaps modeling how these processes are accomplished. Underprepared students benefit from detailed, explicit instructions; all students benefit from immediate feedback. Comprehensive syllabi with complete grading requirements should be available to students to help them develop a thorough understanding of what will be required of them.

Research has indicated that students with different ethnic backgrounds vary in their responses to different teaching methods (Anderson, 1988; Murrell & Claxton, 1987). Such resources can be consulted for new teaching approaches when faculty are unsuccessful in reaching certain kinds of students.

Faculty can do classroom research with their own students (Kolb, 1976). The growing emphasis on assessment practices makes publishing research in this area a likely prospect. Classroom research also provides evidence to enhance the probability of future grant funding. (See chapter 1 for additional suggestions.)

Creating New Texts and Supplements

For curricular change to be effective, new materials on ethnic diversity need to be developed. For example, there is no current introductory psychology text that focuses exclusively on ethnic minority or cultural diversity

issues. Furthermore, most of the basic introductory psychology books rarely cover diversity as a topic.

Authors, publishers, and reviewers need to be aware of APA's concern with ethnic minority issues and their inclusion in classroom materials. Publishers can employ minority speakers to promote books that effectively portray ethnically sensitive topics. They can also encourage the development of videos or other diversity-related supports to enhance existing texts and publicize them through the APA at regional and national conferences. Whenever possible, local faculty can develop supplemental materials to help increase their acceptance and use. Supplemental materials can include readings, pamphlets, posters, and videos. The best starting point when searching for this type of material can be found in sections 2 and 3 of *Teaching a Psychology of People* (Bronstein & Quina, 1988). This book provides ways to integrate diversity into existing courses and to create new courses on diversity.

Faculty release time may be needed to support the development of scholarly and instructional materials. Grant funding to underwrite such efforts is another needed support. Finally, materials need to be developed and maintained for different educational levels. Some materials should be targeted for the freshman and sophomore levels so that they can be used at community colleges as well.

Enhancing Opportunities

There are many topics in which research on variance can be conducted or discussed. Statistics, testing, and methodology courses can use topics that examine questions of diversity. Instructors can include the research findings as part of other courses as well. Ethnic concerns are appropriately synthesized with other issues such as ethics. A faculty committee can foster increased attention to ethnic diversity issues in research by encouraging research proposals to demonstrate ethnic sensitivity and fairness. They can promote diversity as an important variable and area of concern through comments on research proposals and in faculty meetings. Special summer internships have already been described in the literature and serve as an excellent way to launch research interests (Prentice-Dunn & Roberts, 1985).

Traditional vocational and pedagogical (e.g., internship) placement rosters should be screened to identify those placements offering relevant learning in diversity issues. Faculty and students can solicit additional placements that would expand students' choices and experiences. Faculty should coordinate with on-site supervisors to emphasize the importance of students experiencing ethnically relevant issues.

Out-of-class activities such as Psi Chi, Psi Beta, psychology clubs, and other departmental activities are forums where all students can network.

Ethnic minority students need explicit faculty encouragement to attend such activities and to feel welcome. Departments can also sponsor social activities that have the appreciation of cultural diversity as a theme.

Expanding Support Systems

Helping academically underprepared students to function successfully in college greatly enhances the possibility of recruiting ethnic minority students to psychology. A higher percentage of ethnic minority students are academically underprepared because of prior experiences with poor schools, low self-esteem, poverty, and low expectations. These students should not be considered intellectually inferior. Some have left school before because of family economic need, pregnancy, immigration problems, or lack of encouragement. A sense of self-respect and dignity, which can be fostered by appropriate personal support, allows students with few role models and limited encouragement to succeed as undergraduate psychology majors.

Supplemental academic support services (e.g., remediation, writing assistance, learning labs, testing services) can make the crucial difference in a student's ability to compete in the major. Retention of students is related to the quality and timeliness of the academic support services offered. Students should not be stigmatized or financially penalized for participating in these services. In addition, support services may need to go beyond academic assistance and include more personal development issues, such as assertiveness training courses, adjustment courses, and study skills courses.

In addition, departments can provide ethnic minority students with financial assistance guidance. They can pursue grants directly or can identify an advising specialist who can advise ethnic minority students about available financial support.

Departments can create climates in which ethnic minority students are valued not just for their membership in a minority group but for their contributions to the department. For example, faculty can recruit ethnic minority students to be their research assistants and can provide opportunities for coauthorship and conference presentations. Ethnic minority students can serve as peer tutors, peer counselors, or teaching assistants. These roles provide financial assistance and build self-esteem in the students, who in turn become effective role models for less advanced students. Departmental recognition of ethnic minority students for distinguished achievement serves as a powerful incentive for younger students.

The use of alumni as mentors can be effective in enhancing an undergraduate's sense of belonging. This arrangement has the additional advantages of assisting students to network for future employment opportunities while meaningfully involving former students in the department's activities.

Despite verbal attention to training ethnic minority students, many

departments are not fully appreciative or committed to the educational goals of students from nonmajority backgrounds. A committed climate can be fostered through targeted faculty development activities (discussed later) as well as through departmental sponsorship of events designed for student participation.

Guest speakers, especially tenured and respected ethnic minority scholars, can be invited to student or faculty events to share their knowledge. Some faculty speakers may be from other departments or from medical schools; speakers can also be invited from private practice or from businesses or government agencies. Minority graduates should be invited to speak on departmental panels or at departmental functions, including orientation sessions for nonmajors.

Departments can establish a minority speakers' bureau and create opportunities for them to address ethnic minority issues and achievements. Lists of speakers are available from the APA as well as from regional, state, and local psychological organizations. Regional psychology programs could also collaborate on an exchange program featuring minority faculty members. (See chapter 5 for additional suggestions for building networks.)

Systematic efforts must be made to alter the environment that does not foster cultural diversity. In addition, it is often assumed that improving diversity affects scholarship. Richardson (1989a) suggested that most higher education cultures perceive undergraduate quality as maintained by high achievement, strong and specific orientation, and detailed and traditional modes of college preparation. (Taylor, 1976, discussed these concepts for psychology training.) Diversity does not appear to fit well within this contextual framework. Richardson also suggested that programs that strive for diversity are viewed as focusing on low achievement, uncertain and general orientation, nontraditional modes of college preparation and attendance, and overall low levels of scholarship. Thus, the concepts of diversity and scholarship are seen by institutional cultures as mutually exclusive. However, Richardson cogently argued that the two concepts are not mutually exclusive. In contrast, it can be argued that true scholarship encompasses, not excludes, diversity. For example, Bacchetti (1991), chair of the Accreditation Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, recently suggested that diversity is a key factor in educational quality and hence should be a factor in accreditation.

RECRUITMENT AND RETENTION OF ETHNIC MINORITY PSYCHOLOGY FACULTY

Most departments recognize that the hiring and retention of ethnic minority faculty constitute an effective means of attracting ethnic minority

students to the discipline and expanding the psychological knowledge base. The presence of ethnic minority faculty offers ethnic minority students role models, possible mentors, and a sense of belonging. Active participation by ethnic minority faculty reinforces the appropriateness of including ethnic issues and concerns in the curriculum and in research programs.

A starting point from which to address the issue of ethnic minority faculty recruitment and retention is to briefly review the seminal article by Suinn and Witt (1982). This study is one of the few to address factors involved in attracting ethnic minority faculty. In order of importance, the following variables were listed by ethnic minority faculty as reasons for declining faculty position offers: higher salaries elsewhere; geographic location; higher concentration of minorities in community; teaching load; other locale perceived as more supportive; higher concentration of minority faculty at university; fringe benefits; academic rank of institution; higher concentration of ethnic minorities in the department; tenure policy; school characteristics; and ethnicity assignments. We now consider several recommendations to promote faculty diversification that are applicable at various stages of faculty recruitment and retention.

Recruiting Undergraduate Students to Academic Life

Undergraduate advisers need to foster the notion that academic and professional careers in psychology are viable, interesting, and rewarding. Such discussions can focus on the positive values and ideals that characterize academic life (e.g., autonomy, flexibility, collegiality), hopefully offsetting any economic reservations students hold. Ethnic minority students who show academic potential could be encouraged to apply to programs specializing in the training of academic psychologists. Knowledge of available financial support (e.g., Office of Minority Affairs and the Minority Fellowship Program of the APA) may enhance the attractiveness of graduate study versus the pursuit of postbaccalaureate employment.

Adopting Expanded Advertising, Recruitment, and Orientation Practices

Ethnic minority faculty may be recruited most readily through specialized newsletters and publications, such as the newsletter of the APA's Division 45 (Society for the Psychological Study of Ethnic Minority Issues) and the newsletters of ethnic minority associations (e.g., *Black Issues in Higher Education*, *The Hispanic Outlook in Higher Education*, etc.). In addition, successful ethnic minority academics may be in a position to promote informal networking about available positions in academic psychology.

To facilitate their entry into the department, incoming and junior ethnic minority faculty can be paired with senior faculty who have commitments to departmental diversity. Although this mentorship is likely to

extend beyond issues of diversity, support for the new member should not be limited to the provision of a mentor. Departments should actively promote a sense of belonging within the department and to the larger college or university community.

Teaching assignments within the department should represent the broad spectrum of psychology. Minority faculty should not be teaching courses only on ethnic minority issues, nor should they be asked automatically to serve as the voice of their heritage in public settings. Attention should be paid to college or university and community service assignments offered to ethnic minority faculty. Inappropriate choices of service assignments (quality and quantity) can be detrimental to professional development.

Developing a Core of Committed Faculty

Central to the effectiveness of strategies to improve diversification is having a core of faculty committed to the importance of this objective. Ideally, such core faculty should include both ethnic minority and majority members. Minority issues must not be the domain of ethnic minority faculty only; these issues should be the concern of the entire faculty.

Faculty development activities can be geared toward improving the climate for diversification. Departments can encourage faculty to seek grants and foster research geared toward ethnic minority issues. Travel funds can be designated for continuing education efforts. Faculty workshops can be used to promote changes in the climate. These workshops can include information about how diversity improves teaching and learning, how to deal with controversy in classroom settings, how to facilitate a positive classroom atmosphere, how to handle difficult situations that arise in class discussions, what resources are currently available, and which topics may be most productive as stimuli for diversity issues. In addition, workshops could address classroom climate issues, including how to handle prejudiced comments in the classroom, how to manage one's own biases, how cross-cultural differences affect behavior, how to interpret nonverbal communication, and how to engage in classroom research.

If existing faculty are not prepared to teach courses related to diversity, several options are available. Continuing education training for faculty can prepare them to offer future courses. Adjunct faculty can be hired to teach specific courses. Faculty exchanges and visiting faculty are other options. Faculty from culturally diverse colleges should be recruited as visiting professors. For situations in which appropriate faculty are not accessible, a series of invited speakers or special seminars may be an alternative.

Departments can encourage collaboration on the development of ethnic minority materials. Faculty can take advantage of existing resources on ethnic minority issues or they can seek student input through questionnaires,

comments, or examples to help frame the issue locally. Faculty can develop model syllabi, curriculum guides, course objectives, or other materials. These activities will encourage active learning about ethnic diversity and inclusion of such topics in their own courses. Faculty workshops can also be used to promote changes in curriculum.

Making Administrative Commitments Visible

An institutionally based community of ethnic minority scholars can be sponsored by an enterprising department. By assisting such a group to be established and by actively supporting the group, departments make their commitment to diversity visible. However, at present there may be more rhetoric than action. For example, in a preliminary analysis of a survey by the APA's Office of Minority Affairs, most psychology departments had specific recruiting and retention strategies for ethnic minority students (Guzman & Messenger, 1991). In contrast, only 26% of the responding departments indicated that specific plans for programmatic retention had been implemented.

Allocating incentives for involvement in diversity issues manifests a powerful commitment by departments. Incentives can include enhanced value toward promotion, public praise, increased research budgets, and merit pay. Such rewards can be offered for a variety of diversity-oriented activities, such as development of a new ethnicity-oriented course or workshop; improved or extended ethnic minority advising; and scholarship in areas of ethnic minority issues. The department's commitment to undergraduate diversification can be exemplified in other ways as well. Faculty intervention strategies can be formally evaluated.

One major way to support cultural competency is through tenure and promotion. However, because of a variety of factors this is often a difficult task. Suinn and Witt (1982) found that too much minority service, insufficient publications (both a result of limited data collections and poor writing); insufficient data-based publications; heavy advising, teaching, and committee loads; isolation; lack of mentoring; and poor guidance were the most common reasons cited by ethnic minority faculty who were denied tenure or promotion.

Departments can seek current information about ethnic organizations and publications. An example is a chapter by Guy-Sheftall and Bell-Scott (1989) in the book *Educating the Majority: Women Challenge Tradition in Higher Education*. In addition, the APA's Task Force on Minority Recruitment and Retention maintains ongoing investigation of this issue and publishes regular reports of its findings. There is little question that progress has been made. For example, Potter (1974) reported that doctoral programs in clinical psychology showed ambivalence to the recruitment of minorities and women. At least the concern is present today. Unfortunately, the

results may still be as disconcerting as they were when Potter reported the findings of her survey almost 20 years ago.

Improving National Attention to Diversity

Because of the importance of recruiting and retaining ethnic minority faculty to the overall success of diversity initiatives, more opportunities for discussing faculty development topics related to ethnic issues should be provided at state, regional, and national conferences. Possible topics include minority mentoring programs, advising strategies for multiple ethnic groups, and grant opportunities that support ethnic issues. Finally, national, regional, and state conferences in psychology provide a platform for presenting other innovative ideas that work to improve diversification within psychology.

CONCLUSION

Psychology is dedicated to the scientific study of behavior. It is appropriate that this concept extend to the teaching of psychology. A basic assumption underlying the dissemination of psychological knowledge is that it must be empirically based and generalizable. Nowhere is this assumption further from the truth than in our understanding of the psychology of human diversity. Cultural competency should be encouraged in psychology. However, such competence should not be perceived as another version of affirmative action in education. The recommendations made in this chapter attempt to go beyond this form of redressing the wrongs of the past. The recommendations for discussion and action in this chapter should serve as the foundation for the examination of why cultural competency and diversity are critical to understanding human behavior.

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