



2013

Raising the Stakes: Making Racial Diversity

Lonnie E. Duncan
Western Michigan University

Follow this and additional works at: http://scholarworks.wmich.edu/acad_leadership



Part of the [Counseling Psychology Commons](#), and the [Higher Education Commons](#)

WMU ScholarWorks Citation

Duncan, Lonnie E., "Raising the Stakes: Making Racial Diversity" (2013). *Academic Leadership Academy*. Paper 39.
http://scholarworks.wmich.edu/acad_leadership/39

This Poster is brought to you for free and open access by the Office of Faculty Development at ScholarWorks at WMU. It has been accepted for inclusion in Academic Leadership Academy by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.



Raising the Stakes: Making Racial Diversity

Lonnie E. Duncan, Ph.D.

Western Michigan University

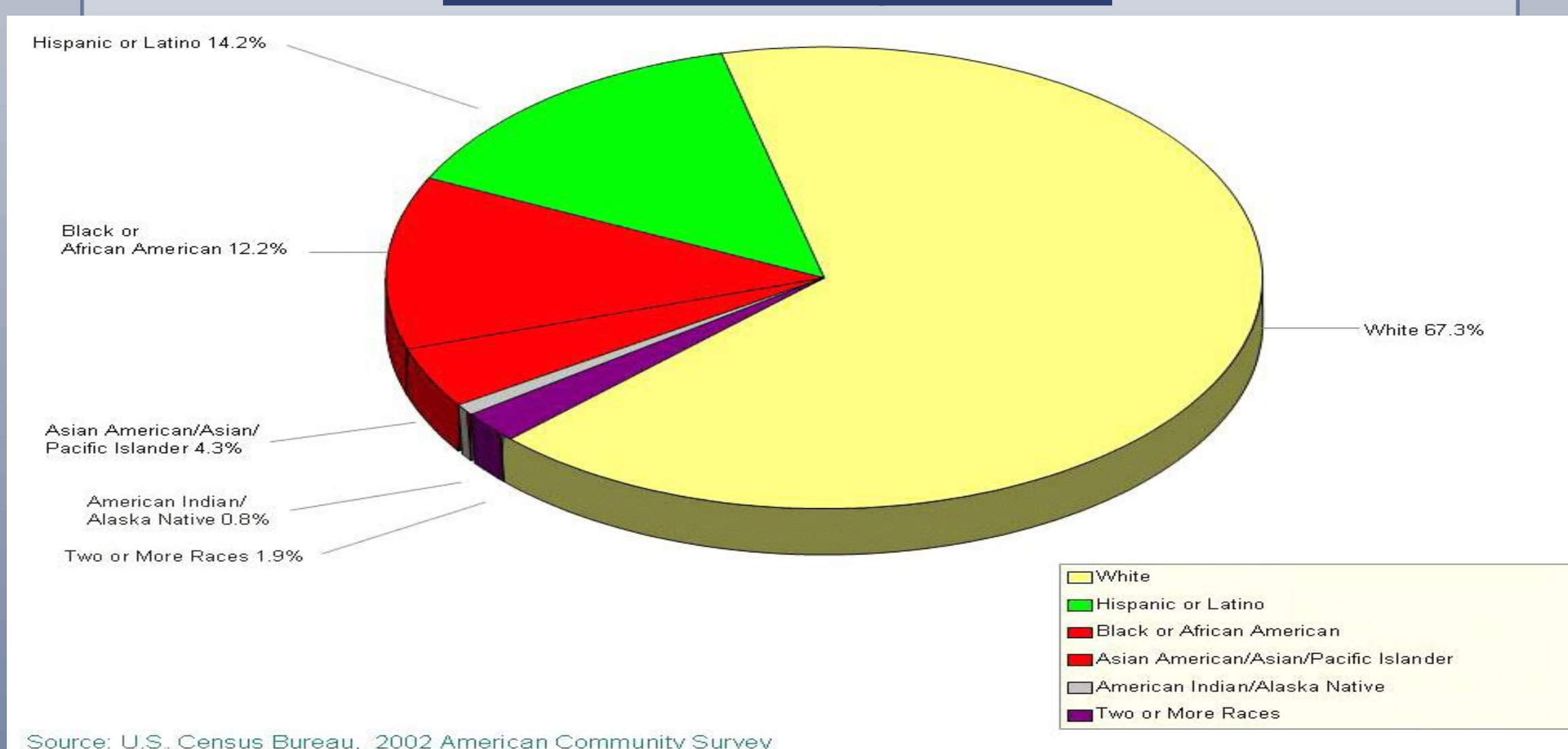
Abstract

The Department of Counselor Education and Counseling Psychology (CECP) offers master's and doctoral studies. There are two doctoral programs, Counseling Psychology and Counselor Education, and Master's Degrees offered in Counseling Psychology and in Counselor Education. The Department and the Doctoral Program in Counseling Psychology has on average an active enrollment of 60 doctoral students. The Counseling Psychology Doctoral Program recognizes the importance of addressing the needs of an increasingly diverse society. To that end, the program strives to increase the educational opportunities of racial minorities and diverse student populations. The program is committed to recruiting and supporting diverse faculty and students. The Counseling Psychology program has a retention rate of over 90% among minority students. All efforts are made within the program to aid students in completing their degrees. Among the 52 doctoral student graduates of the last 7 years from the program 14 (27%) were racial ethnic minorities. The 2013-2014 doctoral class has five ethnic students out of eight. The counseling psychology doctoral program received the 2008 American Psychological Association Richard M. Suinn Minority Achievement Award. This poster will highlight the strategies utilized to maintain a racially diverse doctoral program.

Objectives

- Psychology and Diversity
- Highlight Program Strategies to Recruit and Retain students of color
- Highlight Program Strategies to Retain faculty of color
- Show results of recruiting efforts

Racial Diversity in U.S.



Racial Diversity in Psychology

- 95 % of all psychologist are White
- 5% of all psychologist are ethnic minorities
- 6% of doctoral students in psychology are African American
- 5% of doctoral students in psychology are Hispanic
- 5% of doctoral students in psychology are Asian American
- Less than 1% of doctoral students in psychology are Native American

Recruitment/Retention of Students

Recruitment of students of color is comprehensive process that involves a long term, institution wide commitment to recruiting and retaining racially diverse students (Astone & Nunez-Wormak 1991, Duncan, 2005; Morris, 2001; Stewart, Russell, & Wright 1997). This comprehensive commitment must be grounded in the philosophy of the institution or program as well as a financial commitment. This applies to any profession or academic department seeking to attract minority professionals and students.

CECP Recruitment and Retention Strategies

- Foundation of Program built on diversity and inclusion
- Utilize informal networks of colleagues and alumni
- Utilize professional organizations office of recruitment and retention of minority students
- Partner with University offices that recruit minority students
- Admit racial and ethnic students by utilizing a comprehensive approach to admissions
- Let others in the Profession know of your programs foundation

Program Student Demographics

Program Student Demographics by Race and Ethnicity								
Cohort Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2009-2008	2006-2007	2005-2006
African American	3	2	3	3	2	3		3
Caucasian	3	2	4	4	3	4	4	4
Hispanic/Latino		1		1	1			
Asian/Pacific Islander	1							
American Indian/Alaska Native					1			
Multiethnic	1	1				1	3	1
Total Number of Doctoral Students	8	6	7	8	7	8	7	8

Ethnic students are drawn to schools that are racially diverse and an appreciation for their presence on campus (Allen, 1992;Cabera, Nora, & Terenzini, 1999; Fleming, 1984; Dumas-Hines, 2001). It behooves college campuses to honestly assess their campus climate for ethnic and racial inclusiveness on all levels of the institution. The presence of minority faculty are essential to any recruitment efforts of ethnic students. Therefore, departments must have a systematic and sustained effort to hiring and retaining an ethnically diverse faculty (Benderly, 2012;Menges &Exum, 1983;Suinn & Whit, 1982)

CECP Recruitment Strategies for Retention and Recruitment of Ethnic Minority Faculty

- Revise stated mission of the program that reflects the department and program's values as it relates to diversity
- Devise a curriculum that matches your stated values as it relates to diversity
- Ensure that ethnic students are genuinely satisfied with your program, university, and department
- Ensure that job announcements convey the values of the department beyond the standard "we encourage those from underrepresented groups to apply."

Faculty Demographics

Faculty Demographics by Race and Ethnicity	
Race	Number of Faculty
African American	3
American/Indian/Alaska Native	
Asian/Pacific Islander	
Caucasian	6
Hispanic/Latino	
Multiethnic	

Conclusions

This poster provided a snapshot of the counseling psychology program at Western Michigan University and its commitment to racial and ethnic diversity. It is my hope that those programs that are searching for ways to increase the racial and ethnic diversity in their respective programs can begin to strategize and exceed the success that we have enjoyed for 10 years. I leave you with a picture of some of our students and faculty.



References

Allen, W. R. (1992). The color of success: African American college student outcomes at predominantly White and historically Black colleges and universities. *Harvard Educational Review*, 62(1), 26-44.

Astone, B. & Nunez-Wormack, E. (1991). Pursuing diversity: Recruiting college minority students Association for the Study of Higher Education. (ERIC Document Reproduction Service No. 333856).

Cabrera, A. F., Nora, A., Terenzini, P. T., Pascarella, E. T., & Hagedorn, L. S. (1999). Campus racial climate and the adjustment of students to college: A comparison between white students and African-American students. *Journal of Higher Education* 70 , 134-160

Dumas-Hines, F. A., Cochran, L. L., & Williams, E. U. (2001). Promoting diversity: Recommendations for recruitment and retention of minorities in higher education. *College Student Journal*, 35, 433-441.

Duncan, L. E. (2005). Overcoming biases to effectively serve African American college students: A call to the profession. *College Student Journal* 39 (4), 702-710.

Fleming, J. (1984). Blacks in College: A Comparative Study of Students' Success in Black and White Institutions . San Francisco: Jossey-Bass

Stewart, G. L., Russell, R. B., & Wright, D. (1997). The comprehensive role of student affairs in African American student retention *Journal of College Admission* , 154, 6- 11.