

>>> A PORTRAIT OF SUCCESS & CHALLENGE

Progress Report: 1997–2005

The APA/CEMRRAT
Plan for Ethnic Minority
Recruitment, Retention,
and Training in Psychology



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



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



Office of Ethnic Minority Affairs
APA Public Interest Directorate

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APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology Task Force (CEMRRAT2)*

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Who insisted that we get this report RIGHT

Deceased March 12, 2008

A PORTRAIT OF **Success & Challenge** Progress Report: 1997–2005

The APA/CEMRRAT Plan for Ethnic Minority
Recruitment, Retention, and Training in Psychology

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RESOLUTION TO ENHANCE ETHNIC MINORITY RECRUITMENT, RETENTION, AND TRAINING IN PSYCHOLOGY

(Adopted by the APA Council of Representatives August 19, 2007)

WHEREAS the APA Council of Representatives declared by resolution adopted in December, 1993 that “APA places a high priority on issues related to the education of ethnic minorities”; and

WHEREAS the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) completed its work upon adoption by the APA Council of Representatives of the CEMRRAT Plan for Ethnic Minority Recruitment, Retention, and Training in Psychology, which was part of *Visions & Transformations: The Final Report*; and

WHEREAS the APA CEMRRAT2 Task Force was established in 1999 by the APA Board of Directors to provide oversight of the CEMRRAT Plan and consultation on Association issues related to ethnic minority recruitment, retention, and training in psychology; and

WHEREAS the CEMRRAT2 Task Force has prepared a progress report on the status of the implementation of the APA/CEMRRAT Plan for ethnic minority recruitment, retention, and training in psychology; and

WHEREAS the CEMRRAT2 Task Force Progress Report, *A Portrait of Success & Challenge: 1997–2005*, reflects both the tremendous success that U.S. psychology has experienced in confronting and aggressively addressing barriers to improvements in ethnic minority recruitment, retention, and training, as well as the significant challenges that remain;

THEREFORE BE IT RESOLVED that the CEMRRAT2 Task Force continue to provide oversight of the implementation of the APA/CEMRRAT Plan for Ethnic Minority Recruitment, Retention, and Training in Psychology; provide consultation on the Association’s other ethnic minority recruitment, retention, and training efforts; and monitor the recommendations and findings outlined in the CEMRRAT2 Task Force Progress Report; and

BE IT FURTHER RESOLVED that the APA Council of Representatives directs the APA Chief Executive Officer (CEO) to consider the CEMRRAT2 Task Force’s Progress Report’s findings, recommendations, and strategic actions for inclusion in both the CEO’s proposed Diversity Implementation Plan and APA Strategic Plan.

APA 1993 RESOLUTION Ethnic Minority Recruitment and Retention

WHEREAS the general population of the United States is projected to change within the next generation and become a pluralistic society; and

WHEREAS there is a current and projected underrepresentation of ethnic minority students, faculty, practitioners, and researchers in the field of psychology; and

WHEREAS the educational pipeline requires recruitment and retention efforts across the spectrum of education from precollege to entry into the field of psychology; and

WHEREAS psychologists in education will need to become increasingly conversant on issues relevant to an increasingly diverse student population and pluralistic society; and

WHEREAS the lack of ethnic minority representation and focus impacts the relevance of psychology to prepare students to function in a diversified society and to provide appropriate services;

THEREFORE BE IT RESOLVED that APA places a high priority on issues related to the education of ethnic minorities. These issues include planning appropriately diverse curricula, promoting psychology as a course of study and career option, as well as recruitment, retention, advising, and mentoring of minority students at all levels of education.

(Adopted by the APA Council of Representatives, December 1993.)



THE COMMISSION ON ETHNIC MINORITY RECRUITMENT, RETENTION, AND TRAINING IN PSYCHOLOGY (CEMRRAT)

Charge and Mission Statement

When APA President Ronald Fox appointed the commission, he identified six major issues for the commission to address. At its initial meeting, CEMRRAT reviewed these issues and accepted them as charges to the commission. The following constitute the commission's charges:

- Charge #1:** Review and synthesize existing data regarding ethnic minority¹ recruitment, retention and graduation, and education and training in psychology.
- Charge #2:** Describe the components that affect successful ethnic minority recruitment, retention, and training for psychology.
- Charge #3:** Explore the nature of barriers and obstacles that prohibit significant ethnic minority recruitment, retention, and training in psychology.
- Charge #4:** Recommend the development and implementation of innovative ethnic minority recruitment, retention, and education and training models.
- Charge #5:** Define the role(s) of organized psychology in influencing ethnic minority recruitment and retention and encouraging multicultural education and training.
- Charge #6:** Develop a 5-year plan of action for APA addressing ethnic minority recruitment, retention, and training.

(Source: Visions & Transformations: The Final Report; APA, 1997, pp. 1–9.)

¹ CEMRRAT will use as its operating definition of ethnic minorities: African American/Black, Asian American/Pacific Islander, American Indian/Alaska Native, and Hispanic/Latino/a. This definition involves consideration and sensitivity to the diversity within ethnic minority groups to include, but not be limited to, gender, sexual orientation, disability, and persons of mixed ethnicity/race.

CEMRRAT'S VISION OF PSYCHOLOGY'S FUTURE

 Our future will be shaped by the nation's increasing racial, ethnic, and cultural diversity. Consequently, educational institutions will be expected to enrich and enhance the academic and socialization experience of their students by diversifying the cultures of their institutional environments. This will require institutions to develop and implement a plan for recruiting, valuing, and nurturing diverse cultural perspectives and for extending a hospitable environment to all people. Encouraging such diverse perspectives will serve to expand a discipline's ideologies, paradigms, and methodologies and spark a renaissance of new knowledge.

In anticipation of this future, we envision the following for the discipline of psychology.

In regard to education and training:

We envision a future in which multicultural awareness and competence will be an integral part of all aspects of education and training in psychology, which will be characterized by the following:

- Training programs in professional areas of psychology that competently address, through coursework and field experience, the diverse psychological and service needs of ethnic minority populations.
- Students, faculty, and professionals in psychology who are aware, knowledgeable, and skilled in the area of multicultural psychology.
- Professional and scientific psychology training programs that incorporate multicultural issues in all aspects of curricula and field training.

In regard to faculty recruitment and retention:

Our vision is that in 5 years, APA will have assumed a major leadership role in the valuing of diversity within academic settings by promoting the expansion of the pool of ethnic minority faculty in psychology and the enhancement of the work environment for all psychology faculty, students, staff, and administrators. In this leadership role, APA will promote the value of diversity and multiculturalism among its own membership and in its organizational and governance structures.

In regard to student recruitment, retention, and graduation:

We envision increased numbers and representation of ethnic minority students at every level of psychology's educational pipeline, resulting in the critical mass of ethnic minority students required to effectively address the service and research needs of communities of color. Further, we envision educational and departmental environments in which students of color feel valued and empowered to make a contribution.

THE APA/CEMRRAT PLAN: Objectives and Goals

Major Objective I: Promote and improve multicultural education and training in psychology

Goal 1: Evaluate the quality of treatment given to multicultural issues in textbooks and teaching/learning aids and inform the discipline of the status of the presentation and treatment of ethnic minority issues in existing textbooks.

Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.

Goal 3: Introduce and/or increase the enforceability of accreditation and licensing standards focused on services to/research with multicultural populations.

Goal 4: Promote the education and training of psychologists for innovative and nontraditional roles to meet the needs of diverse populations.

Goal 5: Affirm and strengthen ethnic minority student interest and talent in statistics, design, methodology, and scientific areas of psychology.

Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology

Goal 1: Improve efforts to identify, recruit, and hire ethnic minority faculty.

Goal 2: Improve the retention of ethnic minority faculty.

Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.

Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs.

Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology.

Goal 1: Establish a series of regional networks that would link high school and community college ethnic minority students with psychology faculty.

Goal 2: Facilitate the transition of ethnic minority psychology students at 2-year colleges to 4-year colleges.

Goal 3: Develop pilot networks for linking ethnic minority undergraduate students with faculty in graduate programs and professional schools.

Goal 4: Institutionalize and expand the mentoring networks.

Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.

Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services

Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.

Goal 2: Identify effective ethnic minority recruitment and retention programs and strategies, and associated human resources and costs, and disseminate this information for postsecondary institutions and disciplinary organizations through comprehensive consultation/technical assistance programs.

Goal 3: Develop a procedure, appropriate for use by a variety of accrediting entities and disciplinary organizations, for responding to complaints and concerns related to diversity in academic and health institutions.

Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training

Goal 1: Improve APA's data collection systems related to ethnic minorities.

Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.

Goal 3: Closely monitor the APA/CEMRRAT Five-Year Plan for ethnic recruitment, retention, and training in psychology.

(Source: Visions & Transformations: The Final Report; APA, 1997, pp. 36–46.)



CEMRRAT2 TASK FORCE: CHARGE AND MISSION STATEMENT

The Commission on Ethnic Minority Recruitment Retention and Training (CEMRRAT2) Task Force charge is to implement the Five-Year Plan. To that end, the CEMRRAT2 Task Force helps to guide APA's efforts in the area of ethnic minority recruitment, retention, and training in psychology to:

- Promote and improve multicultural education and training in psychology.
- Increase ethnic minority faculty recruitment and retention in psychology.
- Increase ethnic minority student recruitment, retention, and graduation in psychology.
- Provide national leadership for diversity and multiculturalism in education, science, and human services.
- Promote data collection, research, and evaluation in ethnic minority recruitment, retention and graduation, and education and training.

Further, the CEMRRAT2 Task Force responsibilities include:

- Monitoring the response of APA's boards and committees regarding their accepting responsibility for tasks in the CEMRRAT Plan.
- Coordinating the funding and implementation of tasks by various committees, boards, and offices and coordinating the dissemination of products that might result from such efforts.
- Consulting on the development and dissemination of products completed or under production by CEMRRAT.
- Developing a progress report on the CEMRRAT Plan, including soliciting data and information from the various directorates and governance groups and evaluating the progress and continued involvement of the Association in achieving the objectives of the Five-Year Plan.
- Advising the Board of Directors and the general membership of emerging technology, issues, and concerns related to the recruitment, retention, and training of ethnic minorities in psychology.
- Developing a vision for the Association's continued efforts related to ethnic minority recruitment, retention, and training in psychology.

EXECUTIVE SUMMARY OF MAJOR FINDINGS AND PRIORITY RECOMMENDATIONS

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.²

- 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.

² More detailed data for each of the nation's major ethnic minority groups are presented in the *Current Status of Ethnic Minorities in Psychology* section (pp. 22–35).

- 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 (SPTPAs), 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, SPTPAs, or board/committees engaged in such activities.
- A summary analysis of the intensity of efforts since 1997 by the APA Central Office, divisions, SPTPAs, 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

It is the intention of the CEMRRAT2 Task Force to continue to support and monitor activities related to the accomplishment of all objectives and goals of the 1997 APA/CEMRRAT Plan. However, findings of the current report suggest that some of those 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. The identification of these priorities is based on data presented in this report's Analysis and Summary section (pp. 64–73). Rationales for recommended strategic actions are provided in the Conclusions and Recommendations section (pp. 74–79).

APA/CEMRRAT PLAN OBJECTIVE I: Promote and improve multicultural training in psychology

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

Recommended Strategic Action 1: It is recommended that APA and other organized entities in psychology monitor the number of persons of color entering the scientific fields of psychology at the graduate and faculty levels, including the numbers of senior tenured faculty in experimental, cognitive, biological, developmental, personality, and social psychology.

Recommended Strategic Action 2: It is recommended that the numbers of ethnic minority participants in the APA Science Leadership Conference be increased and that racial and ethnic issues in scientific psychology be included in the agenda of future conferences.

Recommended Strategic Action 3: It is recommended that APA increase the recruitment of psychologists of color to participate in the APA Science Directorate's Advanced Training Institutes (ATIs) and consider offering an ATI on Research Methods for Culturally Diverse Populations.

Recommended Strategic Action 4: It is recommended that once the BSA *Task Force Report on Increasing the Number of Quantitative Psychologists* is completed and/or received by the APA Council, APA will work to implement that report's recommended strategies for increasing the number of persons of color in the field of quantitative psychology.

APA/CEMRRAT PLAN OBJECTIVE II: Increase ethnic minority faculty recruitment and retention in psychology

Recommendation 2: Increase faculty recruitment, retention, and training.

Recommended Strategic Action 5: It is recommended that APA develop an online network (for a nominal fee) available to universities and colleges (but free to departments of psychology) and research corporations/entities that provides a listing of ethnic minorities who are nearing the completion of their doctoral programs.

Recommended Strategic Action 6: It is recommended that APA promote, fund, and actively support initiatives among graduate schools across the country that prepare ethnic minority graduate students to pursue faculty positions by demystifying the teaching profession and providing professional development for students as a part of their graduate education.

Recommended Strategic Action 7: It is recommended that publications be developed for ethnic minority psychologists and research/education/health agencies and institutions that outline the process of accessing, and emphasize the benefits of engaging in, postdoctoral training opportunities. Publications that target agencies and institutions also should include information regarding the recruitment of ethnic minority doctoral degree recipients, provision of support to graduates of color, and models for encouragement of transition from training to academic and research careers. These publications should be linked to the Web sites of organized entities of psychology.

Recommended Strategic Action 8: It is recommended that an annual APA convention session/workshop be developed to orient ethnic minority doctoral degree candidates and recipients to the benefits of postdoctoral training.

APA/CEMRRAT PLAN OBJECTIVE III: Increase ethnic minority student recruitment, retention, and graduation in psychology

Recommendation 3: Increase ethnic minority student recruitment, retention, and graduation.

Recommended Strategic Action 9: It is recommended that APA emphasize, promote, and support academic programs at the undergraduate level that include a focus on preparation for graduate school—especially for doctoral study.

Recommended Strategic Action 10: It is recommended that APA seek to develop a joint venture with public and private funding sources, including private foundations whose missions include postsecondary education (e.g., American Psychological Foundation; Ford, Kellogg, and Kauffman foundations), to support initiatives among graduate schools across the country that focus on preparing ethnic minority graduate students for research and academic careers in psychology.

APA/CEMRRAT PLAN OBJECTIVE IV: Provide national leadership for diversity and multiculturalism in education, science, and human services

Recommendation 4: Increase the provision of national leadership for diversity and multiculturalism in education, science, and human services.

Recommended Strategic Action 11: It is recommended that APA develop and implement a national public education campaign on diversity in postsecondary education and the workplace.

Recommended Strategic Action 12: It is recommended that APA develop a comprehensive, coordinated strategic approach to guide APA's advocacy of federal, state, and foundation funding of ethnic minority training throughout the educational pipeline in psychology.

APA/CEMRRAT PLAN OBJECTIVE V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training

Recommendation 5: Increase data collection and compilation.

Recommended Strategic Action 13: It is recommended that all organized entities in psychology (e.g., APA boards and committees, APA divisions, SPTPAs, APA Central Office) submit to APA timely,

annual, standardized reports related to their activities in support of ethnic minority recruitment, retention, training and leadership development, and diversity in psychology. A related centralized data management system should be established to facilitate analysis of data, which will be interpreted and disseminated under the oversight of the CEMRRAT2 Task Force.

Recommended Strategic Action 14: It is recommended that APA develop a research agenda (based on a thorough review of related research literature) of critical information and data needed to better understand the developmental processes and institutional procedures associated with effective ethnic minority recruitment, retention, and training. This research agenda would be used for advocacy of research funding priorities at federal and private research funding agencies.

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.

Recommended Strategic Action 15: It is recommended that the APA Council of Representatives adopt the Resolution to Enhance Ethnic Minority Recruitment, Retention, and Training in Psychology.



INTRODUCTION

The purpose of this report is to describe progress made toward the implementation of the APA/CEMRRAT Plan for the recruitment, retention, and training of ethnic minorities in psychology, which was drafted by the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) in 1997. The APA Board of Directors established the commission, a 15-member advisory and governance group, at the request of then-APA President Ronald Fox.

The commission was charged with identifying and addressing factors related to the underrepresentation of ethnic minority students, practitioners, faculty, and researchers in the field of psychology. In addition, the commission developed the APA/CEMRRAT Plan, which was incorporated into the commission's final report, *Visions & Transformations* (1997). The APA Council of Representatives approved the plan in 1997. The APA/CEMRRAT Plan consists of five major objectives, each of which is associated with specific tasks to be accomplished in order to institutionalize effective ethnic minority recruitment, retention, education, graduation, and training efforts at all levels within and outside of APA. Subsequently, the commission's successor, the four-member CEMRRAT2 Task Force, was established and charged with overseeing the plan's implementation.

This progress report provides the following information related to the implementation of the CEMRRAT Plan:

- An update of data in the 1997 CEMRRAT final report on both the demographics of ethnic minorities in the United States and the status of ethnic minorities within APA and throughout psychology's educational pipeline.
- The activities and accomplishments of the CEMRRAT2 Task Force in relation to the APA/CEMRRAT Plan.
- The efforts of APA's divisions, affiliate SPTPAs, governance boards and committees, and Central Office directorates and programs in support of the implementation of the APA/CEMRRAT Plan.
- Analysis and summary of the progress made to date in implementing the APA/CEMRRAT Plan.

- Recommendations for future directions and actions in support of further enhancing the recruitment, retention, and training of ethnic minorities in psychology.

In developing this report, CEMRRAT2 authorized the APA Office of Ethnic Minority Affairs (OEMA) to engage in three major types of data collection efforts. One major effort involved review of critical documents (1997–2006) of the APA Central Office to identify any activities that entities within that office may have undertaken that are supportive of or consistent with the objectives and goals of the APA/CEMRRAT Plan. Data sources for this review included annual reports published in the *American Psychologist* and the *APA Monitor on Psychology*, minutes of the Board of Directors and Council of Representatives, and reports submitted annually by the divisions to the APA Division Services Office. More detailed information on specific sources is provided in the References and Data Sources section (pp. 80–83).

A second major effort involved disseminating a survey, electronically and via postal mail, regarding activities related to ethnic minority recruitment, retention, and training to representatives of various APA entities. In 2000, OEMA sent surveys to state psychological associations, regional associations, boards, and committees. The 2000 CEMRRAT survey was not sent to the divisions because a similar survey had been sent by the APA Committee on the Structure and Function of Council (CSFC) in collaboration with the Committee on Division and APA Relations (CODAPAR). Consequently, the 2000 CEMRRAT survey information was supplemented by the findings of the 2000 CSFC/CODAPAR report of its survey on ethnic minority participation in divisions.

In 2002, OEMA sent surveys to the same groups as in 2000 and also to the APA divisions. In 2005, surveys were sent to all of the groups that had been surveyed in 2002 to obtain updated information (the surveys may be viewed online at www.apa.org/pi/oema/publications.html).

A third major effort involved updating those statistical data on ethnic minorities in psychology (i.e., Hispanic/Latino/a; Black/African American; Asian American/Asian/Pacific Islander; and American Indian/Alaska Native) that appeared in CEMRRAT's *Visions & Transformations* (APA, 1997).³ This update involved a review of recent reports of the U.S. Office of Education Statistics, the National Science Foundation, the U.S. Census Bureau, and the APA Research Office.

³ Undergraduate intern Edith Rickett worked on the procedures related to the (2000) surveys and procedures taken with the accomplishment/achievement summaries. Gita Morris, a senior intern, updated all of the statistical data concerning the ethnic minority pipeline in psychology. Rachel Westerfield, an undergraduate intern, analyzed prior data, compiled information managed by previous interns, and wrote and helped finalize the first draft of the progress report. Angela Holmes, a senior intern, revised Rachel Westerfield's draft and retrieved and analyzed archival data. Senior intern Eileen Santa further updated some of the statistical data on ethnic minorities in psychology and conducted the 2005 survey. Consultant Leontyne V. Goodwin provided the final editing, analysis, and compilation of these data. Other OEMA staff (Bertha Holliday, PhD, Alberto Figueroa-Garcia, MBA, Dennis Bourne, Shannon Watts, and Sherry Wynn) contributed to the writing and production of this report. The APA Research Office assisted with data analyses.

APA CEMRRAT/CEMRRAT2 TIMELINE

1994	CEMRRAT was awarded \$8,000 from the APA Board of Directors' contingency fund.
1994	CEMRRAT received contract funds (#92-MF-01645701D) of \$6,800 from the Center for Mental Health Services (CMHS) of the Substance Abuse and Mental Health Services Agency (SAMHSA) that were used to fund CEMRRAT's 1994 and 1995 meetings.
1995	CEMRRAT received \$27,400 from the APA Council of Representatives' contingency fund.
1995–1996	APA Board of Directors awarded an additional \$4,700 from the Board's 1995 contingency fund to support initial product development.
1996	The Board authorized the addition of \$18,700 to OEMA's 1996 budget for costs associated with convening a full commission meeting and a meeting of CEMRRAT's executive board.
1997	<i>Visions & Transformations: The Final Report</i> was approved and issued by CEMRRAT.
1997	Council of Representatives authorized the CEO to identify funds to support the implementation of the APA/CEMRRAT Plan.
1997	CEMRRAT2 Task Force was formed to oversee the implementation of the APA/CEMRRAT Plan.

BACKGROUND: The Inception and Evolution of CEMRRAT/CEMRRAT2

In 1994, the APA Board of Directors established the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) in response to an APA resolution that identified the education, recruitment, retention, and training of ethnic minorities in psychology as one of APA's highest priorities.

CEMRRAT was a 15-member advisory and governance group that engaged in strategic planning and product development aimed at promoting creative transformation of education, research training, and practice in psychology.

Nominations for membership on the commission were solicited widely and nationally. The chair and members of CEMRRAT were appointed by APA President Ronald Fox. Nominations were screened by the APA Central Office Work Group (COWG) on Ethnic Minority Recruitment and Retention. COWG comprised staff representatives of all of the APA directorates as well as APA's Research Office, Minority Fellowship Program, Public Communications Office, and Public Policy Office. During CEMRRAT's term, COWG met two to four times per year and sought to ensure that ethnic minority recruitment and retention efforts were coordinated and integrated throughout APA.

The commission was composed of the following persons: Richard M. Suinn, PhD (chair); Diane Adams, PhD; Martha E. Bernal, PhD (deceased); Cheryl A. Boyce, PhD; A. Toy Caldwell-Colbert, PhD; Allen C. Carter, PhD; Victor De La Cancela, PhD; Hector Garza, MPH; Robin J. Hailstorks, PhD; Arthur L. McDonald, PhD; Manuel Miranda, PhD; Hector F. Myers, PhD; Edward G. Singleton, PhD; Elizabeth Todd-Bazemore, PhD; Ena Vazquez-Nuttall, EdD; and Reginald L. Jones, PhD (deceased).

At its first meeting, the commission reviewed existing data and reports on ethnic minority recruitment. As a result, the members of the commission agreed to focus on the short-term goals of developing products that could have some immediate impact on the pipeline and curriculum and to engage in long-term strategic planning needed for monitoring, maintaining, and ameliorating systemic problems regarding ethnic minority recruitment, retention, and training.

The comprehensive research and accomplishments of the commission were published in January 1997 in *Visions & Transformations: The Final Report*. The report also included an APA-approved action plan.

Since the publication of that report, CEMRRAT2, a four-member task force, has been charged with overseeing the implementation of the APA/CEMRRAT Plan. Each task force member is the designated representative of one of APA's four major governance boards. Membership of the CEMRRAT2 Task Force has remained relatively the same since its inception: Martha Bernal, PhD (deceased) (BAPPI); A. Toy Caldwell-Colbert, PhD, ABPP (BPA); Victor De La Cancela, PhD (BAPPI); Frederick T. L. Leong, PhD (BSA); and James E. Freeman (BEA). In addition, Ena Vazquez-Nuttall, EdD (BAPPI) served on the task force during Dr. De La Cancela's active duty military service (see biosketches of CEMRRAT2 Task Force members in Appendix B).

COMMISSION ON ETHNIC MINORITY RECRUITMENT, RETENTION, AND TRAINING (CEMRRAT/CEMRRAT2) **HISTORICAL OVERVIEW**

APA Board of Directors (1994)

Commission on Ethnic Minority Recruitment, Retention, and Training established in response to an APA resolution that identified the recruitment, retention, and training of ethnic minorities in psychology as one of APA's highest priorities.

Establishment

CEMRRAT (1994–1997)

15-member advisory and governance group that engaged in strategic planning and product development aimed at promoting creative transformation of education, research training, and practice in psychology.

CEMRRAT Plan
Development

Development of APA/CEMRRAT Action Plan 5 Major Objectives

Objective 1

Promote & improve multicultural education & training in psychology

Objective 2

Increase ethnic minority faculty recruitment & retention in psychology

Objective 3

Increase ethnic minority student recruitment, retention, and graduation in psychology

Objective 4

Provide national leadership for diversity & multiculturalism in education, science, and human services

Objective 5

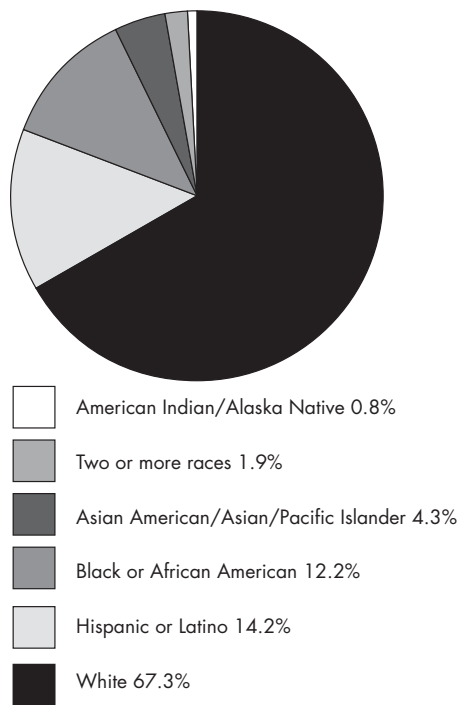
Promote data collection, research, and evaluation on ethnic minority recruitment, retention, graduation, and training

CEMRRAT Plan
Oversight

CEMRRAT2 (1999–Present)

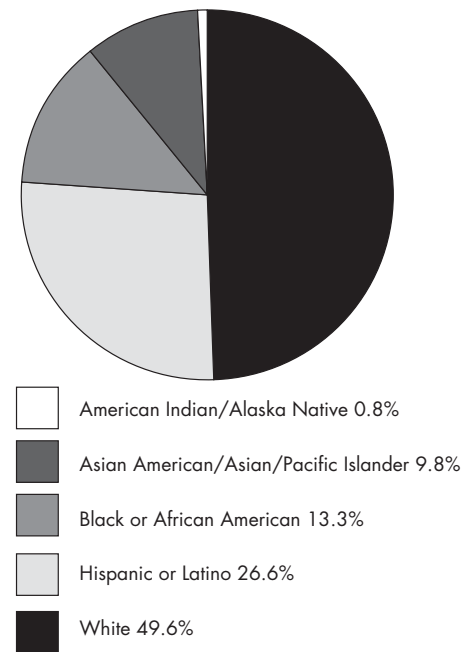
Four-member CEMRRAT task force charged with overseeing the implementation of the APA/CEMRRAT action plan.

FIGURE 1
U.S. Population by Race/Ethnicity: 2004



Source: U.S. Census Bureau (2002).

FIGURE 2
U.S. Population By Race/Ethnicity: 2060



Source: U.S. Census Bureau (2000).

THE CURRENT STATUS OF ETHNIC MINORITIES IN PSYCHOLOGY

According to the 2004 data of the U.S. Census Bureau, ethnic minorities constitute 30%, or almost one third, of the U.S. population (see Figure 1). Furthermore, it is projected that by 2060, ethnic minorities will have become the majority, constituting 50.4% of the resident population of the United States (see Figure 2). More than half of this majority, or 27% of the total population, will be of Hispanic or Latino/a ethnicity.

In *Visions & Transformations* (APA, 1997), CEMRRAT acknowledged the implications for psychology of these demographic shifts:

This rapid growth in the nation's populations of color will not be evenly distributed. In fact, most of this growth will occur in the nation's southern and western regions and the 40 largest metropolitan areas. This pattern of growth will result in increased human diversity and increased political polarization. . . . To respond adequately to such issues, psychology finds it necessary to include in its ranks a dramatically enlarged cadre of persons of color and to ensure that all psychologists demonstrate some level of multicultural competence. (p. 22)

The current status of ethnic minorities in the United States and the projected demographic changes suggest the need for adequate representation of ethnic minorities in the profession and a minimal level of multicultural competence among all psychologists to effectively meet the behavioral and mental health needs of our increasingly multicultural nation.

In *Visions & Transformations* (APA, 1997), CEMRRAT analyzed the status of ethnic minorities in psychology from 1977 through 1993. In the current report we have updated those analyses for the period of 1997 through 2004 (and in some instances beyond) and discuss current status and representational trends of ethnic minorities in psychology.

Ethnic Minority Participation in APA

Increasing ethnic minority membership and leadership within APA is one approach to enhancing the participation of ethnic minorities in psychology. Since the creation of CEMRRAT, APA has actively sought to increase the participation of ethnic minorities in APA membership and governance.

Ethnic Minority Student Affiliates

In 1998, APA reported a total of 58,145 student affiliates, 7,567 (13%) of whom were ethnic minorities. In 2003, APA reported a total of 48,896 student affiliates, 9,737 (19.9%) of whom were ethnic minorities. Indeed, during 1998–2003, the total number of student affiliates declined 15.9%, while the number of ethnic minority student affiliates increased 28.67%. Thus, ethnic minority students are increasingly priming the APA membership pipeline (see Table 1).

Table 1

Race and Ethnicity of APA Student Affiliates^a: 1998–2003

Race & ethnicity	1998		2003		Change: 1998–2003	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	846	1.5	296	<1.0	-550	-65.0
Asian American/Pacific Islander	2,236	3.8	2,402	4.9	166	7.4
Black/African American	2,205	3.8	2,744	5.6	539	24.4
Hispanic/Latino/a	2,280	3.9	2,651	5.4	371	16.3
Multiple races/ethnicities	N/A	N/A	1,644	3.0	N/A	N/A
Total minorities	7,567	13.0	9,737	19.9	2,170	28.67
Whites	35,523	61.1	33,720	69.0	1,803	-5.07
Other/unknown	15,055	25.9	5,439	11.1	9,616	-63.9
Total	58,145	100	48,896	100	-9,249	-15.9

Source: APA Annual Membership Surveys (APA, 1998, 2003).

^a“Student affiliates” include high school, undergraduate, and graduate/APAGS students.

One notable exception to this increase in minority student affiliate participation is the sharp decrease (65%—i.e., from 846 to 296) in the number of American Indian/Alaska Native student affiliates during 1998–2003. This decline is associated with a similar decline in the number of American Indians/Alaska Natives who were APA members during this same period. Also, after 1997, the APA membership survey initiated use of the “multiple race/ethnicity” category, which may now be used by some who previously identified themselves as “American Indian/Alaska Native.” Moreover, these data suggest that since 1998, respondents have significantly increased their response to requests for racial/ethnic self-identification, as is evidenced by the decline in the “other/unknown” category.

Among the 9,737 ethnic minority student affiliates in 2003, 1.4% ($n = 133$) were high school students, 26.8% ($n = 2,496$) were undergraduate students, and 73% ($n = 7,108$) were graduate students. In 2003, ethnic minorities were 31% of all high school affiliates, 19% of all undergraduate affiliates, and 20% of all graduate affiliates (see Table 2).

Table 2

Race and Ethnicity of APA Student Affiliates by Enrollment Level in 2003

Race & ethnicity	High school		Undergraduate		Graduate		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
American Indian/Alaska Native	2	<1	86	<1	208	<1	296	<1
Asian American/Pacific Islander	22	5.9	430	3	1,950	5	2,402	5
Black/African American	51	12	728	6	1,965	6	2,744	6
Hispanic/Latino/a	29	7	788	6	1,834	5	2,651	5
Multiple races/ethnicities	29	7	464	4	1,151	3	1,644	3
Total minorities	133	31	2,496	20	7,108	20	9,737	20
Whites	284	65	9,052	71	24,384	68	33,720	69
Other/unknown	19	4	1,270	10	4,150	12	5,439	11
Total	436	<1.0	12,818	26.2	35,642	72.9	48,896	100

Source: APA Annual Membership Survey (1997b, 2004a).

Ethnic Minority APA Members

In 2004, APA reported 5,102 (5.8%) ethnic minorities in its associate, member, and fellows' membership categories (see Table 3). In that year, 5.2% of associates, 5.9% of members, and 5.2% of fellows were ethnic minorities (see Table 4). The 2004 ethnic minority membership total represents a 17.8% ($n = 772$) increase in the number of APA ethnic minority members since 1997, which is nearly four times greater than the percentage increase in total membership (i.e., 4.5%) during this same period (see Table 4). Indeed, during the 1997–2004 period, 20.3% of APA's membership increase was attributable to ethnic minority persons.

During the 1997–2004 period, the largest percentage increase in ethnic minority membership (i.e., 35.3%) occurred in the Asian American group (see Table 3), while the number of members who were identified as "American Indian" dramatically decreased by 42.9%. The decrease in American Indian membership is even more significant, as this group of members continued to increase after 1997 and reached its largest number in 1999, when APA reported that 419 American Indians held some category of APA membership; since 1999, American Indian membership has declined 50%.

Table 3

Increase (Decrease) in APA Membership^a by Race/Ethnicity: 1997–2004

Race & ethnicity	1997		2004		Increase/decrease 1997–2004	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	364	0.4	208	0.2	-156	-42.9
Asian American/Pacific Islander	1,109	1.3	1,500	1.7	391	35.3
Black/African American	1,295	1.5	1,471	1.7	176	13.6
Hispanic/Latino/a	1,562	1.9	1,785	2.0	223	14.3
Multiple races/ethnicity ^b	N/A	N/A	138	0.2	N/A	N/A
Total minorities	4,330	5.1	5,102	5.8	772	17.8
Whites	59,546	70.5	62,548	70.9	3,002	5.0
Other/unknown	20,550	24.4	20,585	23.3	35	<0.1
Total	84,426	100	88,235	100	3,809	4.5

Source: APA Annual Membership Survey (1997b, 2004a).

^a "Membership" includes the categories of associate, member, and fellow.

^b This category was not used in 1997.

Table 4

Race/Ethnicity of APA Members by Membership Status in 2004

Race & ethnicity	Associate		Member		Fellow		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
American Indian/Alaska Native	13	0.2	174	0.2	21	0.5	208	0.2
Asian American/Pacific Islander	101	1.5	1,331	1.7	68	1.5	1,500	1.7
Black/African American	84	1.2	1,310	1.7	77	1.7	1,471	1.7
Hispanic/Latino/a	148	2.2	1,563	2	74	1.6	1,785	2.0
Multiple races/ethnicities	11	0.2	124	0.2	3	0.1	138	0.2
Total minorities	357	5.2	4,502	5.9	243	5.2	5,102	5.8
White	4,106	59.9	54,225	70.7	4,217	90.4	62,548	70.9
Other/unknown	2,396	34.9	17,984	23.4	205	5.2	20,585	23.3
Total	6,859	100	76,711	100	4,665	100	88,235	100

Source: APA Annual Membership Survey (APA, 2004a).

Ethnic Minority Participation in APA Governance

Since 1997, the number of ethnic minorities elected to APA's committees, boards, and Council of Representatives (i.e., APA governance) has steadily increased from 51 (i.e., 12.5% of all governance members) to 72 (i.e., 21.3% of all governance members) in 2004. This represents a 41.2% increase in ethnic minority participation during the 7-year period.

The greatest increase in minority participation occurred at the higher levels of governance. For example, between 1997 and 2004, ethnic minority representation on APA's Council of Representatives increased 214%—that is, from 7 to 22 persons, and from 6.1% to 19.3% of all members of the Council. In contrast, among members of APA committees, the proportion of ethnic minorities increased from 13.3% in 1997 to 23.3% in 2004 (Governance Survey; APA Research Office, 2004b).

In both 1997 and 2004, African Americans and Hispanics/Latino/as constituted the overwhelming majority of ethnic minorities in governance. However, during that period, the greatest rate of increase in ethnic minority governance representation was by those who self-identified as “multiple races/ethnicities” (see Table 5).

Table 5

Ethnic Minorities in APA Governance: 1997–2004

Race & ethnicity	1997		2004	
	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	4	1.0	8	2.4
Asian American/Pacific Islander	14	3.2	16	4.7
Black/African American	16	3.9	27	8.0
Hispanic/Latino/a	18	4.4	16	4.7
Multiple races/ethnicities	4	1.0	12	3.5
Total minorities	59	15.0	72	21.3

Source: 2004 Governance Survey (APA Research Office, 2004b)

The Ethnic Minority Educational Pipeline in Psychology

Overview

Encouraging changes have taken place since 1975/1976 (academic year), when the ethnic minority pipeline had funneled to a bare trickle. Since then, ethnic minority participation in psychology's educational pipeline has increased steadily. Ethnic minority representation among recipients of bachelor's degrees increased from 20.7% in 1995/1996 to 37.6% in 2003/2004 (see Table 6). Among recipients of master's degrees, ethnic minority representation increased from 16.1% in 1995/1996 to 27.2% in 2003/2004. In 2003/2004, ethnic minorities constituted 20.1% of recipients of doctoral degrees (PhDs and EdDs) in psychology. These data suggest that despite increased numbers and percentages of ethnic minority degree recipients at all levels of the educational pipeline since 1996/1997, ethnic minority participation continues to be constricted at higher levels of the psychology education pipeline.

Table 6

Recipients of Bachelor's Degrees in Psychology: 1995/1996 – 2003/2004

Race & ethnicity	1995/1996		2003/2004		Increase/decrease 1995/1996–2003/2004	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	470	<1	596	<1	126	26.8
Asian American/Pacific Islander	3,666	5	4,345	5.6	679	18.5
Black/African American	6,028	9	8,479	11.0	2,451	40.7
Hispanic/Latino/a	5,036	7	7,252	9.4	2,216	44.0
Total minorities	15,200	21	20,672	28.8	5,472	36.0
White	55,905	79	56,515	73.2	610	1.1

Source: National Science Foundation (2007).

Recipients of the Associate's Degree in Psychology

It is important to note that the number of associate (AA/AS) degrees in psychology is low because most institutions that grant associate's degrees do not offer a degree in psychology, per se. Psychology coursework may be part of a broader degree concentration in such disciplines as social science, human services, mental health services, or a similar field. Between 1996 and 2004, the number of ethnic minority recipients of associate's degrees in psychology increased by nearly 42% (i.e., from 425 to 602). The number of Hispanic/Latino/a recipients of psychology AA/AS degrees increased by 86%. During this same period, although the number of White recipients among recipients of psychology associate's degrees increased slightly by 4.3%, the proportion of White recipients decreased from 72% in 1996 to 65.5% in 2004. This decrease was matched by an increase in the proportion of minority recipients of associate's degrees in psychology, from 28% to 34.5%. This increase in minority representation among recipients of psychology associate's degrees corresponded to an increase in minority representation among associate's degree recipients in all disciplines, from 22.4% in 1996 to 29.7% in 2004.

Recipients of the Bachelor's Degree in Psychology

The pool of baccalaureate degree graduates is the primary source of graduate students of psychology (APA, 1997). During the 1996–2004 period, ethnic minorities increased their representation among recipients of bachelor's degrees in psychology by 36% (i.e., from 15,200 to 20,672). Hispanics/Latino/as exhibited the greatest increase (44%) in representation, followed by Blacks/African Americans (40.7%) (see Table 6). During this same period, the numbers of Whites awarded bachelor's degrees in psychology decreased slightly by 1.1%. In 1995/1996, ethnic minorities were awarded 21.4% of all bachelor's degrees in psychology. By 2003/2004, this figure increased to 28.8%.

These numbers are slightly higher than those for ethnic minority representation among bachelor's degree recipients across all academic disciplines. In 1995/1996, ethnic minorities represented 19.6% of all bachelor's degree recipients; in 2003/2004, they represented 24.3% of those recipients. Psychology also evidenced a higher rate of increase in the number of minority recipients over the 8-year period: The increase in minority representation in psychology was 36% compared with a 24% increase in minority representation among bachelor's degree recipients across all academic disciplines.

Recipients of the Master's Degree in Psychology

The trend of decreasing White representation and increasing ethnic minority representation is more dramatic for recipients of master's degrees in psychology during the 1996–2004 period (see Table 7). During this period, ethnic minorities increased their numbers among psychology master's degree recipients by 90.8% (i.e., from 1,937 to 3,696), with Blacks/African Americans showing the greatest increase (121%), followed by Asian Americans/Pacific Islanders (80.1%). In 2004, Blacks/African Americans constituted 14.1% of psychology master's degree recipients; Hispanics/Latino/as, 8%; Asian Americans/Pacific Islanders, 4.3%; American Indian/Alaska Natives, 0.8%; and Whites, 72.8%.

Table 7

Recipients of Master's Degrees in Psychology: 1995/1996 – 2003/2004

Race & ethnicity	1995/1996		2003/2004		Increase/decrease 1995/1996–2003/2004	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	78	<1	108	<1	30	38.5
Asian American/Pacific Islander	322	2.7	580	4.3	258	80.1
Black/African American	870	7.2	1,923	14.1	1,053	121.0
Hispanic/Latino/a	667	5.6	1,085	8.0	418	62.7
Total minorities	1,937	16.1	3,696	27.2	1,759	90.8
White	10,071	83.7	9,901	72.8	-170	-1.7

Source: National Science Foundation (2007).

As indicated in Table 7, during the 1996–2004 period, the number of White recipients of master's degrees in psychology decreased by 1.7%, while their proportionate representation declined from 84% to 73%. This suggests that overall, the size and/or number of psychology master's degree programs are increasing, and the resulting new master's program student "slots" are increasingly being filled by ethnic minorities.

This trend did not hold across all disciplines. The number of White recipients of master's degrees in all academic disciplines increased by 24.0%, while the proportionate representation of White students among such recipients decreased from 83.2% in 1998 to 76.4% in 2004.

Recipients of the Doctoral Degree in Psychology

At the [doctoral degree] end of the educational pipeline, the picture is that of very small numbers of persons of color. This small number of ethnic minority doctoral graduates from U.S. institutions foretells a severe limitation on the racial/cultural diversity of the pool of academicians, service providers, and scientists in psychology. (APA, 1997, p. 25)

The trend of decreasing White representation and increasing ethnic minority representation applies to recipients of doctoral degrees in psychology during the 1996–2004 period. But compared with the trend at the master's degree level, this trend at the doctoral level is characterized by higher rates of decline among

White recipients and lower rates of increase among ethnic minority recipients. During the 1996–2004 period, ethnic minorities increased their number of doctoral degree recipients by an average of 16.6% (i.e., from 463 to 540), with Blacks/African Americans showing the greatest increase (34.2%), followed by Asian American/Pacific Islanders (26.4%). American Indians exhibited a 23.5% decrease in the number of psychology doctoral recipients during this period, while Hispanics/Latino/as exhibited a 1.7% decrease. In 2004, Blacks/African Americans constituted 7.6% of psychology doctoral degree recipients; Hispanics/Latino/as, 6.3%; Asian Americans/Pacific Islanders, 5.7%; American Indian/Alaska Natives, less than 1%; and Whites, 79.9% (see Table 8).

Table 8
Recipients of Doctoral Degrees in Psychology: 1995/1996 – 2003/2004

Race & ethnicity	1995/1996		2003/2004		Increase/decrease 1995/1996–2003/2004	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian/Alaska Native	17	<1	13	<1	-4	-23.5
Asian American/Pacific Islander	121	3.8	153	5.7	32	26.4
Black/African American	152	4.7	204	7.6	52	34.2
Hispanic/Latino/a	173	5.4	170	6.3	-3	-1.7
Total minorities	463	14.4	540	20.1	77	16.6
White	2,744	85.6	2,141	79.9	-603	-22.0

Source: National Science Foundation (2007).

During the 1996–2004 period, the numbers of White recipients of doctoral degrees in psychology decreased (i.e., by 22%), while their proportionate representation declined from 85.6% to 79.9%. The rate of growth for minorities did not follow this pattern. Overall, the number of ethnic minorities receiving a doctorate in psychology increased except for American Indian/Alaska Natives and Hispanics/Latino/as. Across all academic disciplines, the number of ethnic minorities receiving a doctorate also increased by 36.5% during the 1996–2004 period.

Enrollment of Ethnic Minority Students in PsyD Programs: 1997–2003

APA graduate study departmental survey data (APA Research Office, 2005a) shows that during 1997–2003, there were very small rates of change in the number of ethnic minorities enrolled in programs/departments/schools granting PsyD degrees. Although there were slight increases in the percentages of Hispanic/Latino/a and Black/African American students entering such programs during the 1997–2003 period, there was a 50% decline in American Indians/Alaska Natives, from approximately 1% in 1997 to 0.5% in 2003. A similar decline is evident among Asian/Pacific Islander enrollees (i.e., from 6.2% to 5.4%) (see Table 9).

These data continue to underscore constrictions in the educational pipeline concerning ethnic minority groups at the doctoral level (see Table 9). Compared with PhD programs in clinical psychology, PsyD programs primarily follow the practitioner–scientist training model rather than the traditional scientist–

practitioner model (APA, Center for Psychology Workforce Analysis and Research [CPWAR], 2007a). Programs that offer the PsyD, whether alone or in conjunction with the PhD, also tend to be more expensive than PhD programs (i.e., \$691 vs. \$465 per credit hour for in-state tuition; APA CPWAR, 2007).

Table 9

Percentage of Minority Students Entering PsyD-Granting Departments: 1997–2003

Race & ethnicity	1997	2003	Increase/decrease 1997–2003
	%	%	%
American Indian/Alaska Native	1.0	0.5	-50.0
Asian American/Pacific Islander	6.2	5.4	-12.9
Black/African American	6.3	6.5	3.17
Hispanic/Latino/a	5.4	6.1	13.0
Multiethnic	N/A	1.4	N/A
Total minorities	18.9	19.9	5.29

Source: APA Graduate Study Departmental Survey (APA Research Office, 2005a).

Internships

The Association of Psychology Postdoctoral and Internship Centers (APPIC) was established in 1968 “to foster the sharing of information about mutual concerns and to provide a uniform voice with respect to pre- and postdoctoral internship training interests within psychology” (APPIC, 2005). The APPIC disseminates information regarding a diverse range of pre- and postdoctoral training issues and internship opportunities via Web-based resources, a newsletter that is published three times per year for APPIC members, the APPIC Directory that is updated at least once a year, the APPIC Clearinghouse, and the institutional efforts of its affiliated centers.

In 1999, the APPIC Internship Match Outcomes data provided internship match information for 1,488 persons. A total of 1,030 applicants were matched with internships; 170 were unmatched applicants; and 288 applicants had an unknown match status. Among the matched group, there were larger percentages of Hispanic/Latino/a (7.5%) and African American/Black (6%) applicants than of the other ethnic minority groups (see Table 10). Whites constituted 79.3% of those applicants who were matched with internships and 80.6% of unmatched applicants. The percentage of racial/ethnic minorities did not differ greatly between matched and unmatched groups.

In 2003, APPIC provided information on internship match for 1,307 persons. This represents a 12.2% decrease in the reported number of intern applicants. Compared with the 1999 internship applicant pool, the 2003 matched applicants showed slight increases in the proportional representation for Whites, Asian Americans, and multiple race/ethnicity persons. Decreases in proportional representation among matched applicants were reported for American Indians, African Americans/Blacks, and Hispanics/Latino/as. However, compared with the 1999 pool, among the 2003 “unmatched” pool, American Indians and Whites decreased their proportional representation, while all other groups exhibited increases in

Table 10
Demographic Characteristics of APPIIC Internship Applicants by Match Outcome: 1999, 2001, and 2003

Race & ethnicity	1999						2001						2003					
	Matched		Unmatched		Unknown		Matched		Unmatched		Unknown		Matched		Unmatched		Unknown	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total no.	1,030		170		288		884		113		362		1,022		148		137	
American Indian/Alaska Native		1.5		1.2		0.7		1.1		1.8		1.1		1.0		0.7		
Asian American/Pacific Islander		4.5		4.7		6.6		6.0		6.2		8.8		6.0		7.4		9.5
Black/African American		6.0		4.1		4.5		5.5		5.3		5.5		5.7		6.1		3.6
Hispanic/Latino/a		7.5		6.5		10.4		5.3		4.4		9.1		6.5		11.5		11.7
Multiple responses		1.8		1.8		2.8		3.2		1.8		3.6		4.7		6.1		3.6
White		79.3		80.6		77.4		80.1		72.6		66.0		79.9		72.3		56.2
Other		0.8		1.2		1.4		4.5		1.8		3.0		4.4		4.7		6.6
Not specified		1.9		2.9		1.4		0.9		1.8		4.7		2.2		4.7		16.1

Note: APPIIC= Association of Psychology Postdoctoral and Internship Centers. Source: APA Survey of Internship Applicants, select years (APA Research Office, 2005b)

such representation. In 2003, differences between the percentages of ethnic minorities in matched and unmatched groups were much higher than those evidenced in 1999, with higher percentages in the unmatched group for all racial/ethnic groups except for Whites and American Indians.

The APPIC's summary data suggest a trend toward a shrinking internship pool and an increase in the proportion of unmatched applicants who are ethnic minorities.

Entry Into the Psychology Workforce

Among those 1997 psychology doctoral recipients, 68.7% reported full-time employment, 11.8% reported part-time employment, and 15.2% were postdoctoral fellows. Four years later, in 2001, this pattern of entry into the psychology workforce had not varied markedly. Among 2001 psychology doctoral recipients, 68.9% reported full-time employment, 8.4% reported part-time employment, and 18.4% were postdoctoral fellows (APA Research Office, 1997a, 2001b).

...a decline in the participation of ethnic minorities in postdoctoral fellowships might signal a decline in the number of future ethnic minority psychology faculty and researchers.

However, differences in patterns of entry into the psychology workforce do exist among racial/ethnic groups. For example, in terms of overall psychology workforce entry trends, in 2001, Blacks/African Americans reported the highest rate of full-time employment (80.7%) and the lowest rate of postdoctoral fellow status (7%) (see Table 11). During 1997–2001, new ethnic minority psychology doctoral recipients increased their rate of participation in full-time employment by 8.2%, decreased their participation in part-time employment by 15.4%, and decreased their rate of participation as postdoctoral fellows by 26.1%. Simultaneously, Whites decreased their rates of participation in full-time employment (by 8.2%) and part-time employment (by 38.4%) while increasing their rate of participation as postdoctoral fellows by 26.3%. Postdoctoral study is increasingly a component of the career path for academic and research careers in psychology. Thus, a decline in the participation of ethnic

minorities in postdoctoral fellowships might signal a decline in the number of future ethnic minority psychology faculty and researchers.

Ethnic Minority Full-Time Psychology Faculty: 1997–2005

According to available data regarding the percentage of ethnic minority full-time psychology faculty for 1997 and 2005 (see Table 12), Asian American/Pacific Islander faculty increased their representation by 62.5%. Black/African American faculty experienced a 44.2% increase from 1997 to 2005. There was an approximate 2.9% decrease in Hispanic/Latino/a full-time faculty over the same period. American Indians/Alaska Natives showed a 20% decrease in their representation among full-time psychology faculty. In general, ethnic minorities continued to be significantly underrepresented in psychology faculties. In 1997, ethnic minorities were 9.7% of full-time psychology faculty; in 2005, they were 12.4% of such faculties.

These numbers are slightly lower than those for ethnic minority representation in faculty across all academic disciplines. In 1997, ethnic minorities represented 13.7% of all full-time faculty at degree-granting institutions, whereas in 2005, they represented 16.1% of those faculties. The increase in minority representation among psychology faculty was 27.8%, compared with an increase of 17.5% among ethnic minority faculty in all disciplines (U.S. Department of Education, 2000, 2006).

Table 11
Employment Status of New Recipients of Doctoral Degrees in Psychology: 1997–2001

Race & ethnicity	1997			2001			Increase/decrease: 1997–2001		
	Full-time (%)	Part-time (%)	Postdoc (%)	Full-time (%)	Part-time (%)	Postdoc (%)	Full-time (%)	Part-time (%)	Postdoc (%)
American Indian/Alaska Native	50.0	25.0	25.0	66.7	0.0	16.7	33.4	-100	-33.2
Asian American/Pacific Islander	67.4	6.5	20.7	66.7	8.0	16.0	-1.0	23.1	-22.7
Black/African American	77.3	4.0	16.0	80.7	10.5	7.0	4.4	162.5	-56.3
Hispanic/Latino/a	66.7	9.7	17.2	76.5	3.5	15.3	14.7	-72.9	-11.0
Total minorities	68.5	7.8	19.1	74.1	6.4	14.3	8.2	-15.4	-26.1
White	68.4	12.4	15.2	67.9	8.7	19.2	-8.2	-38.4	26.3

Source: Doctorate Employment Survey, 1997 and 2001 (APA Research Office, 1997, 2001b).

Conclusions and Implications

The changing racial/ethnic demographics in the United States present a twofold challenge for psychology. On the one hand, there is continuing (and very possibly increasing) disparity between the low numbers of ethnic minority providers and researchers and the growing needs of communities of color. The other challenge is to ensure the multicultural competence of the current and future psychology workforce.

The data presented in this section reveal a mixed portrait of progress since 1997. There has been a notable increase in the educational participation of ethnic minorities, especially at lower levels of the psychology pipeline. The representation of minorities has increased at the bachelor's and master's degree levels. However, at the doctoral level, the number of ethnic minority graduates has not substantially increased since 1997. In addition, the proportion of new ethnic minority recipients of psychology doctoral degrees who engage in postdoctoral fellowships seems to be declining—suggesting a declining pool of future ethnic minority applicants for research and academic appointments. For ethnic minorities, psychology's pipeline continues to be characterized by constriction—especially at doctoral and postdoctoral levels. **The absence of significant increases in the numbers of ethnic minority doctoral recipients suggests that the viability of the future ethnic minority psychology workforce may be at risk.**

A similar mixed portrait is presented by data related to ethnic minority participation in APA. The number of ethnic minority student affiliates has significantly increased since 1997, as has the number of ethnic minorities involved in APA governance. Less robust increases are found for ethnic

Table 12

Percentage of Ethnic Minority Full-Time Psychology Faculty: 1997–2005

Race & ethnicity	1997	2005	Increase/decrease: 1997–2005
	%	%	%
American Indian/Alaska Native	0.5	0.4	-20.0
Asian American/Pacific Islander	2.4	3.9	62.5
Black/African American	3.4	4.3	26.5
Hispanic/Latino/a	3.4	3.3	-2.9
Total minorities	9.7	12.4	27.8

Source: APA. CPWAR (2007b).

minority APA membership, and these increases have not as yet translated into notable increases in the proportionate representation of ethnic minorities as APA members.

Those data regarding the major declines in the number of American Indian APA student affiliates and members, which have occurred during a period of increasing numbers of American Indian recipients of psychology doctoral degrees, are particularly disturbing. This phenomenon suggests that American Indian psychologists might experience a significant sense of “unwelcomeness” and alienation from organized psychology.

The pipeline data also reveal other differences among racial/ethnic minority groups. For example, at the bachelor’s degree level, Hispanics/Latino/as showed the highest growth rates during 1996–2004, while Blacks/African Americans showed the highest growth rates at the master’s degree level. At the doctoral degree level, Blacks/African Americans received the largest percentage of degrees awarded to ethnic minorities and evidenced the greatest rate of increase in number of degrees earned.



In general, the findings of this review of the status of ethnic minorities in psychology since 1997 are indicative of both tremendous success and continued future challenge.

- In the future, it might be wise to explore not only recruitment and retention strategies tailored to a particular level of the pipeline but also strategies geared to specific ethnic/racial groups.
- Ethnic minority recruitment and retention, in general, could be strengthened if there were better data and information regarding these varying pipeline patterns. For example:
 - What explains the decreasing number of American Indian doctoral graduates and their decreasing membership in APA?
 - What is promoting the increased participation of Blacks in the educational pipeline, and how might this increased participation be promoted at postdoctoral levels?
 - How might we best support the growing participation of Hispanics/Latino/as in psychology’s pipeline?

APA GOVERNANCE AFFILIATIONS OF CEMRRAT MEMBERS
THE "SEEDING" OF CEMRRAT

CEMRRAT MEMBER	APA GOVERNANCE GROUP	YEAR
Martha E. Bernal	BAPPI	1996–1998
Cheryl A. Boyce	BCA	2005–2008
	Task Force on the Infusion of the Multicultural Guidelines	2006–2007
Elizabeth (Todd-Bazemore) Boyd	BAPPI	1996–1998
A. Toy Caldwell-Colbert	Task Force for Increasing Diversity in the Undergraduate Curriculum	1996–1998
	BPA	1998–2000
	President's Commission for Education & Training for Licensure in Psychology	2000–2002
	Textbook Initiatives Workgroup	2000–2003
	BEA	2001–2003
	APA Membership Committee— Strategic Planning and Writing Group	2006
Allen C. Carter	CAPP	1997–1999
	BCA	2003–2005
James E. Freeman	TOPSS	1996–1998
Robin J. Hailstorks	BEA	2000–2001
Frederick T. L. Leong	CPTA	2003–2005
Arthur L. McDonald	BEA	1997–1999
Ena Vazquez-Nuttall	CoA	1998–2003
	BAPPI	2005–2007
	Task Force on the Infusion of the Multicultural Guidelines	2006–2007
Richard M. Suinn	APA President	1999
	Membership Committee	2003–2005
	Chair, Presidential Task Force on Enhancing Diversity in APA	2005
<p><i>Note.</i> BAPPI = Board for the Advancement of Psychology in the Public Interest; BCA = Board of Convention Affairs; BEA = Board of Educational Affairs; BPA = Board of Professional Affairs; CAPP = Center for the Advancement of Professional Practice; CoA = Committee on Accreditation; CPTA = Committee on Psychological Tests and Assessment; TOPSS = Teachers of Psychology in Secondary Schools.</p>		



Gayle Y. Iwamasa, PhD, Faculty, DePaul University,
and Frederick T.L. Leong, PhD, CEMRRAT2 Task Force

ACCOMPLISHMENTS OF THE CEMRRAT/ CEMRRAT2 TASK FORCE (1994–2006)

Overview

In the years following the publication of *Visions & Transformations: The Final Report* (APA, 1997) and its plan for ethnic minority recruitment, retention, and training in psychology, the CEMRRAT2 Task Force has concentrated its efforts on developing and implementing initiatives that support the goals and objectives outlined in the APA/CEMRRAT Plan as published in the 1997 report.

- One of the major accomplishments of the CEMRRAT/CEMRRAT2 Task Force is the “seeding” of the original CEMRRAT members in other APA governance groups as a dual strategy to plant the CEMRRAT vision throughout APA and increase the participation of ethnic minorities in APA governance (see p. 35).
- This progressive infusion of the commission’s vision throughout APA has served to represent, affirm, and advance the goals of inclusion, increase diversification across and within subdisciplines, and promote strategic product development—all of which are vital to institutionalizing the CEMRRAT vision.
- CEMRRAT2 assumed direct responsibility for implementing a few critical APA/CEMRRAT Plan activities such as the following:
 - Development of surveys and publications
 - Establishment of the Textbook Initiative Workgroup, which sought to diversify the content of introductory psychology textbooks
 - Administration of the Suinn Minority Achievement Award for Graduate Programs in Psychology and the CEMRRAT Implementation Grant awards (see box at right for examples of grant awards).

The CEMRRAT2 Task Force ensures continuous oversight of the overall APA/CEMRRAT Plan. Tables 13 and 14 summarize CEMRRAT/CEMRRAT2 Task Force products and strategic activities that represent the efforts, since 1997, to effectively implement and institutionalize the APA/CEMRRAT Plan. They are listed according to the major objectives and goals of the plan.

EXEMPLARY TRAINING/PROFESSIONAL DEVELOPMENT (LINGUISTIC MINORITIES) CEMRRAT Implementation Grant Project



CEO SERVICES

Cultural Competence Web site

www.culturalcompetence2.com

The intent of this Web site, which was funded in part by CEMRRAT in 1999, is to disseminate information on cultural competence, diversity, and mental health services to linguistic minorities. Information ranges from cultural competence self-assessment tools to policy papers on cultural competence and services to linguistic minorities. The site also includes an online survey of programs and others engaged in training related to mental health services to linguistic minorities as well as descriptions of all programs that have completed the survey and hyperlinks to other related Web sites.



OUR LADY OF THE LAKE UNIVERSITY

Model Training Program for Bilingual Psychologists



MOUNT ST. MARY'S COLLEGE

Counseling the Spanish Speaking

In 1999, Our Lady of the Lake University in San Antonio, TX, sought CEMRRAT funding to conduct a survey of that city's bilingual psychologists to determine the type of training required to provide equally competent services in Spanish and English, with the resulting data to be used to guide the development of a bilingual training model. Completed surveys were received from 183 respondents, including 158 with doctoral degrees. Additional in-depth telephone interviews were conducted with a subsample of the respondents.

This information was subsequently used in developing the Graduate Certificate Program (involving 15 hours of specialized MS-level courses focusing on communicative and cultural competence issues for services to Latino/a populations and 400+ hours of practicum in a bilingual site). This program was identified as "an innovative practice in cultural competencies and disparities workforce education" by the Annapolis Coalition on the Behavioral Health Workforce.

Based on Our Lady of the Lake University's conceptual model, Mount St. Mary's College in Los Angeles also applied for a CEMRRAT grant to plan and develop activities necessary to replicate the San Antonio model. The Los Angeles program has significantly increased the enrollment of Spanish-speaking graduate students in that institution's psychology department.

Table 13
Selected CEMRRAT Accomplishments: 1994–2000

Year	Product/ activity	Product/activity description
Major Objective I: Promote and improve multicultural training in psychology		
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.		
1997	Survey	OEMA/APA Research Office surveyed all accredited APA training programs to identify APA ethnic minority and majority members with expertise in multicultural issues/interests in serving as an accreditation site visitor or program consultant on multicultural issues; approximately 350 surveys were returned. A <i>Directory of Multicultural Experts in Professional Psychology</i> was developed from the survey, and 2,500 copies were printed and distributed to graduate psychology departments and others, including the APA Committee on Accreditation for use in recruiting site visitors with competence in multicultural training issues.
	Publication	
1996–1997	Publication	Developed and disseminated a series of 13 brochures, booklets, and other promotional items.
Goal 3: Introduce and/or increase the enforceability of accreditation and licensing standards focused on services to/research with multicultural populations.		
1997	Publication	Published 10,000 copies of the <i>Diversity and Accreditation</i> brochure at a cost of approximately \$7,800 and distributed it to graduate departments of psychology in the U.S. and Canada.
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology		
Goal 1: Improve efforts to identify, recruit, and hire ethnic minority faculty.		
1996	Publication	Published 12,800 copies of the <i>How to Recruit and Hire Minority Faculty</i> brochure at an approximate cost of \$13,000 and distributed it to graduate departments of psychology in the U.S. and Canada.
Goal 2: Improve the retention of ethnic minority faculty.		
1998	Publication	In collaboration with the APA Women's Programs Office, published and disseminated 2,500 copies of the <i>Surviving and Thriving: A Guide for Ethnic Minority and Women Faculty</i> booklet at an approximate cost of \$8,800.
Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs.		
1996	Publication	Published and disseminated 9,700 copies of the <i>Valuing Diversity</i> brochure at an approximate cost of \$10,900.
1997	Publication	Published 5,000 copies of CEMRRAT's <i>Visions & Transformations: The Final Report</i> at a cost of \$10,800.
1998	Publication	Published 5,000 copies <i>Applying to Graduate and Professional Programs</i> at a cost of \$3,936.

Table 13 (continued)
Selected CEMRRAT Accomplishments: 1994–2000

Year	Product/ activity	Product/activity description
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology		
Goal 1: Establish a series of regional networks that would link high school and community college ethnic minority students with psychology faculty.		
1995	Training grant	Conceptualized the APA/NIGMS Grant (Developing the Minority Biomedical Talent in Psychology) that links predominantly minority 2- and 4-year colleges with major research institutions and includes outreach activities to minority high school students. This project has received more than \$4 million in funding and supported training efforts at 15 institutions.
1997	Publication	Published 9,500 copies of the <i>Psychology Education and Careers: A Guide for High School Students of Color</i> brochure at a cost of approximately \$11,700.
Goal 2: Facilitate the transition of ethnic minority psychology students at 2-year colleges to 4-year colleges.		
1995	Training grant	Conceptualized the APA/NIGMS grant (Developing Minority Biomedical Talent in Psychology), which links predominantly minority 2- and 4-year colleges with major research institutions and includes outreach activities to minority high school students. This project has received more than \$4 million in funding.
1998	Publication	Published 7,000 copies of the <i>Psychology Education and Careers: A Guide for High School Students of Color</i> brochure at an approximate cost of \$11,777.
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services		
Goal 2: Identify effective ethnic minority recruitment and retention programs and strategies, and associated human resources and costs, and disseminate this information to postsecondary institutions and disciplinary organizations through comprehensive consultation/technical assistance programs.		
1996	Diversity consultation	Provided and modeled diversity consultation at the University of Rhode Island.
2000	Publication	Authorized the compilation of <i>Model Strategies for Ethnic Minority Recruitment, Retention, and Training</i> for publication in OEMA's new journal, <i>Communiqué</i> . In 2006, this publication was updated, expanded, and reformatted as a CD.

Note. A complete listing of CEMRRAT's accomplishments during 1994–1997 is provided in *Visions & Transformations: The Final Report* (APA, 1997, pp. 31–34).

Table 14

Selected CEMRRAT2 Task Force Accomplishments: 1999–2006

Year	Strategic product/activity	Strategic product/activity description
Major Objective I: Promote and improve multicultural training in psychology		
Goal 1: Evaluate the quality of treatment given to multicultural issues in textbooks and teaching/learning aids and inform the discipline of the status of the presentation and treatment of ethnic minority issues in existing textbooks.		
2000	Task force	Successfully requested funding from the Board of Directors and Council of Representatives for the establishment of the CEMRRAT2 Textbook Initiative Work Group, which focused on the inclusion and integration of diversity issues (i.e., aging, sexual orientation, gender, race/ethnicity/culture, and disability) in introductory psychology textbooks. Issued a report called <i>Toward an Inclusive Psychology</i> .
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.		
2004-2005	Conference, seminar, or symposium	CEMRRAT2 member Dr. Caldwell-Colbert led a breakout session during the joint mid-winter meetings of Division 12 and Child divisions. These sessions addressed ways in which the participating divisions could promote multiculturalism. She also provided information about CEMRRAT initiatives, resources, and grant-funding opportunities. A Listserv was created to disseminate information and facilitate diversity-related discussions.
2006	Conference, seminar, or symposium	Sponsored a symposium ("Model Initiatives for Ethnic Minority Recruitment, Retention, and Training In Psychology: Exemplary CEMRRAT Projects") at the annual APA convention in New Orleans.
Goal 3: Introduce and/or increase the enforceability of accreditation and licensing standards focused on services to/research with multicultural populations.		
1998	Leadership development	CEMRRAT2 member Dr. Caldwell-Colbert represented CEMRRAT2 in the APA Education Directorate's Higher Education Administration Group.
2001-2003-2004-2005	Leadership development	CEMRRAT2 promoted leadership within APA through participation in and advocacy for the inclusion of ethnic minority groups at the Education Leadership Conferences.
Goal 4: Promote the education and training of psychologists for innovative and nontraditional roles to meet the needs of diverse populations.		
1999-2006	Implementation grant	CEMRRAT2 identified Training and Professional Development for Linguistic Minorities as a CEMRRAT Implementation Grant funding priority to promote the development of training programs and associated faculty in order to improve services to linguistic minorities. Thirteen Implementation grants were awarded in the amount of \$53,220.
Goal 5: Affirm and strengthen ethnic minority student interest and talent in statistics, design, methodology, and scientific areas of psychology.		
1999-2005	Implementation grant	CEMRRAT2 promoted increased ethnic minority student training in science/math and science research through the development of the Math and Science Research Training CEMRRAT Grant funding priority. There were 16 grants awarded for a total of \$65,525.
2005	Conference attendance	CEMRRAT2 member Dr. Frederick Leong represented CEMRRAT2 at the Science Leadership Conference and advocated for greater attention to ethnic minority math and science training.
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology		
Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.		

Table 14 (continued)

Selected CEMRRAT2 Task Force Accomplishments: 1999–2006

Year	Strategic product/activity	Strategic product/activity description
2000	Workshop	Dr. Caldwell-Colbert conducted a 3-day workshop in Nebraska on faculty recruitment and retention.
2006	Implementation grant	CEMRRAT2 established a thematic funding priority (Preparing Ethnic Minority Scientists: Faculty Recruitment and Retention) that recognizes efforts made to recruit and retain ethnic minority faculty and early career psychologists who are committed to research and scientific inquiry and who will contribute to scientific educational experiences in academic settings.
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology		
Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.		
2000-2006	Suinn awards	CEMRRAT2 annually promotes and selects three institutions to receive awards for demonstrated excellence in recruiting, retaining, training, and graduating doctoral students in psychology over a 10-year period.
	Implementation grant	CEMRRAT2 established a funding priority (Students–Undergraduate/Graduate: Grants to Departments for Innovative Programs) that funds graduate, undergraduate, and professional school department activities that are related to developing innovative recruitment, retention, and training strategies for ethnic minority students in psychology. Thirty-one awards have been granted totaling \$98,750.
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services		
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.		
2004	Leadership development	CEMRRAT2 member Dr. James Freeman provided consultation to the Genetic Counseling Association regarding the CEMRRAT model for increasing minority recruitment and retention.
Goal 2: Identify effective ethnic minority recruitment and retention programs and strategies, and associated human resources and costs, and disseminate this information to postsecondary institutions and disciplinary organizations through comprehensive consultation/technical assistance programs.		
2000	Program development	Identified and publicized Model Programs. In 2000, CEMRRAT2 requested that OEAMA develop a special section for its news journal, <i>Communiqué</i> , that would highlight recruitment, retention, and training strategies used by model programs, including those previously identified in <i>Communiqué</i> and those of Suinn awardees.
2002-2004	Training/prof. development	CEMRRAT2 member Dr. Ena Vazquez-Nuttall served on the Institute of Medicine of the National Academy of Science's Committee of Institutional and Policy-Level Strategies for Increasing the Diversity of the U.S. Workforce. The committee produced a report— <i>In the Nation's Compelling Interest: Ensuring Diversity in the Healthcare Workforce</i> —which was unveiled in February 2005.
Major Objective V: Promote data collection, education, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training		
Goal 1: Improve APA's data collection systems related to ethnic minorities.		
1999	Implementation grant	CEMRRAT2 designated Special Initiatives as a CEMRRAT Implementation Grant priority area and allocated \$3,000 to the APA Research Office to foster/support initiatives in this area. These funds supported an intern to develop survey data indicators related to undergraduate and graduate applications/enrollments and minority representation among faculties and to develop other ethnic minority data items.
Goal 3: Closely monitor the APA/CEMRRAT Five-Year Plan for ethnic minority recruitment, retention, and training in psychology.		
2000-2006	Accountability report	CEMRRAT2 provided an annual report to the Board of Directors and Council of Representatives that describes the number and impact of CEMRRAT grants that have been awarded and reports on the status and impact of previously funded grants.
2001	Implementation grant	CEMRRAT2 allocated a one-time amount of \$2,000 for the development of a Web page that highlights activities supporting the APA/CEMRRAT Plan. This Web site became fully active in 2005 (www.apa.org/pi/oeama/programs/ceimrrat2.html).
2004	Staff support	Approximately \$20,000–\$25,000 of CEMRRAT2's annual allocation is earmarked for staff support related to implementing CEMRRAT2's priorities, general administration, program management, and monitoring of program implementation.

EXEMPLARY MATH & SCIENCE RESEARCH TRAINING CEMRRAT Implementation Grant Project



THE SOCIETY OF MULTIVARIATE EXPERIMENTAL PSYCHOLOGY Minority Student Multivariate Statistics Conference

The Society of Multivariate Experimental Psychology (SMEP) received a CEMRRAT grant in 2005 to partially support its second Minority Student Conference. Additional funding was provided by SMEP and Lawrence Erlbaum. These 5-day conferences are conducted annually at minority-serving institutions. The conference format typically involves (a) several faculty presentations each day; (b) student interactions and mentoring with conference faculty; (c) paper presentations by some students; (d) conference banquet, social, social hours, and meals; (e) receipt by all students of a free multivariate textbook, and when feasible, funding to attend the APA convention.

The conference seeks to demystify data and statistical analyses by providing targeted statistical skill development across varying research contexts, professional development, peer and faculty mentoring, and social support. Conference faculty members include academicians, researchers, publishers, and federal research agency officials. Conferences have been conducted at Morehouse College/Atlanta University Center (2004), Howard University (2005), and Southern University-Baton Rouge (2006). Student participation has progressively increased from 30 in 2004 to 50 in 2006.



HOWARD UNIVERSITY Workshops to prepare psychology graduate students for teaching careers in scientific psychology

The goals of this 2002 CEMRRAT-funded project were to (a) identify and acquaint graduate students with the responsibilities of a teaching career, (b) provide instructional information and training techniques for teaching in all areas of psychology, and (c) facilitate personal pedagogical growth. A series of six workshops was conducted involving presentations from professors on the topics of teaching styles, personal experiences and philosophies, student learning styles, testing techniques, test writing, managing class loads, and use of technology in the classroom. In addition, students were provided instructional information and training techniques for teaching specific psychology courses (e.g., Introduction to Psychology, Statistics and Research Methods, and scientific psychology courses), as well as classroom outcome assessment strategies. Students were actively encouraged to identify and develop their own teaching styles. Although targeted to graduate students, many faculty members reported that they also benefited from the workshop series.

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CEMRRAT Implementation Grant Fund

Another major strategy of CEMRRAT2 involved ensuring the funding and oversight of the CEMRRAT Implementation Grant Fund. Since 1999, APA has provided approximately \$75,000 to \$100,000 per year to support the APA/CEMRRAT Plan. The majority of these funds, approximately \$50,000–\$75,000 annually, has been used to support the CEMRRAT Implementation Grant Fund. This fund provides small grants (typically \$2,000–\$5,000) to individuals, colleges/universities/professional schools, divisions, state psychological associations, and other organized entities of psychology. CEMRRAT Implementation Grant funds are used to encourage individuals and organizations to engage in innovative activities that are consistent with goals and objectives of the APA/CEMRRAT Plan. To stimulate certain specific types of activities, the CEMRRAT2 Task Force annually reviews and/or establishes funding priorities and determines the amounts of the Implementation Grant Fund to be allocated to each of the identified categories.

Since its inception in June 1999 and continuation through 2006, the CEMRRAT Implementation Fund has received 232 proposals and awarded 134 grants totaling over \$478,000. These grants have leveraged no less than \$370,000 in additional funds.

The funding priorities during the 1997–2006 reporting period included:

- Training/Professional Development (Linguistic Minorities)
- Math and Science Research Training
- Faculty/Professional Development
- Grants to Departments for Innovative Undergraduate/Graduate Programs
- Ethnic Minority Leadership Development
- Training/SPTAs
- Special Initiatives (i.e., contingency fund, thematic)

Central to the core of these priorities are the APA/CEMRRAT Plan goals to promote multicultural

education and training; increase ethnic minority faculty recruitment and retention in psychology; increase student recruitment, retention, and training in psychology; and promote national leadership for diversity and multiculturalism. The following is an overview of funded activities in each funding priority category.

Training/Professional Development (Linguistic Minorities)

The Training/Professional Development (Linguistic Minorities) category seeks to encourage the promotion and development of training programs and associated faculty that would improve services to linguistic minorities through such efforts as the following: the conceptualization, publication, and dissemination of model programs that focus on training linguistic minorities; the design, documentation, and evaluation of mental health services, research, and professional psychology training programs that serve linguistic minorities; and the establishment of practicum or mental health research training opportunities that target this population (see box on p. 37 for two examples).

In total, the CEMRRAT Implementation Grant Fund awarded 13 Training/Professional Development (Linguistic Minorities) grants during 1999–2006, totaling \$49,220. These grants contributed to the development of 14 products, which included 3 seminars, 2 program development activities, 3 trainings, 1 workshop, 1 bilingual practicum, 2 Web sites, and 2 recruitment and retention efforts (see Table 15).

Math and Science Research Training

In *Visions & Transformations* (APA, 1997), CEMRRAT identified the need to “affirm and strengthen ethnic minority student interest and talent in statistics, methodology, research design, and scientific areas of psychology” (p. 10). Consistent with the commission’s charge, the Math and Science Research Training category supports individuals, organizations, and educational institutions that are committed to identifying, demonstrating, documenting, or disseminating innovative tools and strategies that will increase the education and training of ethnic minorities in math and scientific areas of psychology (see example in box at left).

Sixteen Math and Science Research Training grants were funded during 1999–2006 that totaled \$65,525. These grants enabled the development of approximately 22 grant products, approximately 7 of which were trainings that sought to increase interest and competencies in this priority area. Other areas of activity were related to technology development (i.e., Web site, Listserv, establishment of research laboratories and distance learning opportunities; $n = 5$); publications/CDs ($n = 2$); program development ($n = 3$); workshop development ($n = 2$); mentoring ($n = 2$); and seminars/symposia/conferences ($n = 1$). See Table 16 for a listing of funded Math and Science Research Training grants.

EXEMPLARY FACULTY/ PROFESSIONAL DEVELOPMENT CEMRRAT Implementation Grant Project



UNIVERSITY OF GEORGIA Creating a Supportive Climate for Diversity and Ethnic Minority Psychology

This CEMRRAT grant-funded initiative was aimed at implementing a cross-departmental and cross-college forum (Diversity FORUM) for supporting the professional development of psychologists and graduate students who teach multicultural psychology courses, conduct research on diversity issues, or provide services to ethnic minorities. The initiative involved the following activities:

- Development and administration of a needs assessment tool to diversity instructors and researchers during summer 2002.
- Three Diversity FORUM meetings—each with unique foci, such as the introduction of the FORUM; identification of the needs of diversity scholars at UGA; consideration of ways to increase the importance and visibility of diversity research on the campus; identification of potential collaborators for new or ongoing programs of research; as well as funding of the Diversity Research Meeting, where staff from the Sponsored Programs and External Affairs offices discussed vehicles for funding diversity research.
- Development of a FORUM Listserv to facilitate communication and support among diversity researchers.
- Creation of a Diversity FORUM Web site by the Office of Institutional Diversity.
- Compilation of a Diversity FORUM Directory, which was sent to the Office of Institutional Diversity for use in an online search engine.
- Development of a proposal in partnership with UGA’s Office of Institutional Diversity and New Direction Committee (College of Education) for a Center for the Study of Diversity.

Table 15
CEMRRAT Implementation Grants: Training/Professional Development (Linguistic Minorities)

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
1999	Web site	\$5,620	CEO Services Jean Lau Chin	Cultural competence online resource Web site: www.culturalcompetence2.com
1999	Program development	\$3,600	Mount St. Mary's College Department of Psychology Pamela L. Gist	Developed a counseling program (Counseling the Spanish Speaking).
2000	Seminar, symposium, or conference	\$3,500	Trinity College & Prince Georges Community College Carlota O'Campo Deborah Harris O'Brien Robin Hailstorks	Hosted a faculty development symposium on teaching and learning about linguistic and ethnic minority students in psychology (2- & 4-year colleges).
2000	Seminar, symposium, or conference	\$3,500	University of St. Thomas Jean E. Giebenhain Ruth Williams Morris	Two-day best-practices seminar on effective services to non-native English speakers at colleges and universities in Minnesota.
2000	Recruitment retention initiative	\$3,500	Montclair State University Angelica M. Diaz-Martinez	Increased exposure to clinical psychology for Spanish/English bilinguals through networking and recruitment activities.
2001	Training	\$5,000	Northeastern University Graduate School Carman G. Armengol Ena Vazquez-Nuttall	Developed Innovations in Training for Cultural Competency: An Applied Neuropsychological Assessment Track for Bilingual Minority Doctoral Students.
2001	Publication	\$5,000	University of Arizona Mexican American Studies and Research Center Andrea J. Romero	Published the handbook <i>Consejos Para Su Futuro En Educacion: Suggestions For Your Future in Higher Education From Chicanos and Chicanas</i> .
2002	Training and Web site	\$5,000	University of Nebraska—Lincoln Gustavo Carlo David Hansen	Developed the Latino Research Initiative: A Community Intern Model for enhancing collaborative research, training, and community programming that is culturally sensitive.

Table 15 (continued)
CEMRRAT Implementation Grants: Training/Professional Development (Linguistic Minorities)

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
2002	Seminar or symposium	\$2,000	University of Rhode Island Mario Garrido	Coordinated the 2002 National Latino Psychology Conference.
2003	Program development	\$4,000	Phillips Graduate Institute Ana Luisa Bustamante Ellen Faulk	Expanded the Latino Family Therapy Program. Initiated the training of Spanish-speaking doctoral-level practitioners trained in this collaborative, team-based model and increased the amount of direct mental health service to Valley Latino/as.
2004			No Professional Development/Linguistic Minorities grants were awarded.	
2005	Training	\$3,500	Phoenix Indian Center Kelly L. Irvine	Funding used for a variety of training experiences that benefit the linguistic minorities of Native groups seen at the Phoenix Indian Center, a nonprofit United Way agency.
2006	Workshop	\$2,500	Indiana University of Pennsylvania Jamie Brass	Developed and implemented a 3-day pilot Latino/Spanish immersion workshop aimed at increasing cultural competency of the participants who work with Spanish-speaking individuals and populations.
2006	Practicum	\$2,500	Columbia University Dinella Rosa	Started the Bilingual Track Practicum at the Center for Educational and Psychological Services of Columbia University's Teachers College to enable Spanish-proficient counseling and clinical students to develop competency with Spanish-speaking clients.

Table 16
CEMRRAT Implementation Grants: Math and Science Research and Training

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
1999	Web site	\$5,200	Chicago State University Department of Psychology Ivy M. Dise Dunn	Developed a Web site (www.csu.edu/psychology/life.htm).
	Listerv			Implemented a student Listerv with over 100 subscribers: UPSYCH1@CSU.EDU.
	Training			Implemented training to enable students to improve their writing, research, and computer skills.
1999	Training	\$5,000	University of Maryland Department of Psychology Kenneth Maton	Implemented a multidivisional effort to identify and document the characteristics of effective research training and education activities that enhance the retention of psychology students of color at the graduate and undergraduate levels.
1999	Training	\$4,615	Rutgers University Academic Foundation Center Connie R. Wibrowski	The Academic Foundation Center designed and implemented Training and Research in Psychology (TRIP), a scientific research and training program and retention strategy for EOF students majoring in psychology.
2000	Audio/video & publication	\$4,710	Kent State University Angela M. Neal-Barnett	Developed a CD and workbook to assist psychology faculty in providing instruction and guidance to students of color who are applying to graduate school.
2000	Research lab	\$3,200	Alabama State University Tina Vazin	Purchased equipment for a psychology laboratory.
2000	Academic support services	\$1,000	Ulrica College Department of Psychology Pauline E. Ginsberg	Provided tutorial services to students in mathematics and science-related areas of study; hosted two events that were designed to offer mentoring opportunities for students in the Psychology and Psychology-Child Life departments.
2000	Mentoring			
2000	Publication	\$2,400	CNPAAEMI Gayle Y. Iwamasa	Published copies of <i>Guidelines for Research in Ethnic Minority Communities</i> for distribution to all attendees at the 2001 Multicultural Summit.
2000	Mentoring	\$2,700	Ball State University Mary E. Kite	Offered a semester-long research experience during which students were mentored by a faculty member in a psychology-related area.
2001	Workshop	\$5,000	APA Education Directorate Barney Biens	Developed a 1½-day workshop (Using Technology to Enhance the Teaching of Psychology) for undergraduate faculty at minority-serving institutions.
2001	Research lab	\$3,750	Bennett College Department of Psychology Michael K. Reed	Developed a Cognitive/Learning Research Laboratory.

Table 16 (continued)
CEMRRAT Implementation Grants: Math and Science Research and Training

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
2001	Training	\$5,250	Columbia University Department of Counseling & Clinical Psychology Madonna Constantine	Implemented a training opportunity: Preparing Graduate Students of Color to Conduct Research With Ethnic Minority Populations: Conceptual, Methodological, and Data Analytic Considerations.
2002	Training	\$5,000	Clark Atlanta University Vicki Mack	Provided training to students on the conduct of research, scholarly presentations, and research publications.
2002	Workshop	\$2,200	Howard University Department of Psychology Brittne Nelson	Conducted a set of workshops to prepare psychology graduate students for teaching careers in scientific psychology once a month from August 2002 to May 2003.
2003	Training Distance learning	\$5,000	Howard University Department of Psychology Biko Sankofa	Developed a distance learning course (Psychology Assessment and Mental Health Service in an International Context); conducted face-to-face lectures and training, sociopsychological training, peer reviews, and support for sustainable psychoeducational development in the Caribbean.
2003	Summer program	\$4,500	Livingstone College Clara B. Jones	Developed the Summer Scholar Program that prepares students for graduate study in scientific psychology through personal, academic, and career development and support.
2005	Seminar, symposium, or conference	\$6,000	Society of Multivariate Experimental Psychology Lisa Harlow, Gwyneth Boodoo, Herb Eber, Keith Whitfield	Held a 5-day forum that included a 3-day conference at Howard University and a portion of the 2005 APA conference, with the main goal of training and recruiting minority individuals to the study of multivariate quantitative science.

EXEMPLARY INNOVATIVE UNDERGRADUATE/ GRADUATE PROGRAMS CEMRRAT Implementation Grant Project



WHITTIER COLLEGE Diversity Across the Curriculum in Psychology

This curricular reform effort in service of enhanced minority recruitment, retention, and graduation involved all faculty in the Department of Psychology at Whittier College. Major outcomes of this effort were the infusion of diversity throughout the psychology curriculum, development of a Web page describing diversity across the psychology curriculum, development of PowerPoint materials and implementation of an outreach program to local high schools with high minority enrollments through use of Psi Chi undergraduate students, and a revised cultural perspectives requirement in the college's Liberal Education Program.

The faculty agreed first on six major curricular goals related to diversity (awareness, knowledge across and within groups, understanding causes and consequences, acceptance and valuing diversity beyond mere tolerance, awareness of commonalities and common identities, objectivity to reduce stereotypes and bias, and ability to view diversity from multiple perspectives). These were conceptualized as a spiral—that is, all goals would be addressed at each level of the courses but with increasing sophistication of understanding. Each of the department's courses was then rated in terms of the extent to which it addressed 21 identified diversity topics. This analysis revealed the need to emphasize the topics of prejudice and discrimination and the impact of religion in most courses. In general, clinically relevant courses tended to have high ratings, while research methods courses tended to have the lowest ratings.

Faculty then identified 13 techniques for teaching about diversity. Based on these efforts, the department helped to revise the college's Liberal Education Program's cultural perspectives requirement (which previously had involved four courses), including "deprivileging" American and Western civilization courses (both previously required). The new requirements allow students to choose one course in any four of the six categories of African, Asian, European, Latin American, North American, and Cross-Cultural (a new category).

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Faculty/Professional Development

In *Visions & Transformations* (APA, 1997), CEMRRAT recommended the development and promotion of models for expanding multicultural education and training in psychology. It was CEMRRAT's intention that such education and training models would ensure that "all future psychologists develop some minimal competence in multicultural issues through the integration of ethnic minority issues into all required undergraduate, graduate, and professional-level coursework" (p. 8). Thus, the CEMRRAT2 Task Force identified Faculty and Professional Development as a CEMRRAT Implementation Grant funding priority to increase multicultural competence in teaching, practice, and research among psychology faculty (see box on p. 43 for an example).

Since 1999, 40 Faculty/Professional Development grants funded approximately 14 workshops, 11 seminars/symposia/conferences, 7 trainings, 2 think tanks, 2 publications, 1 course, 1 Web site, and 2 videos/DVDs. These grants totaled \$127,141 (see Table 17).

Grants to Departments for Innovative Undergraduate/ Graduate Programs

Beginning in 2000, the CEMRRAT2 Task Force established the Innovative Undergraduate/Graduate Programs funding priority to support academic programs that develop creative and/or novel strategies to recruit, retain, and graduate ethnic minorities in psychology. To date, 29 grants totaling approximately \$92,950 have been awarded to engage in such efforts (see box at left for an example).

Consideration has been given to those applications that aim to encourage the progression of ethnic minority students of psychology from undergraduate to graduate-level programs. The task force's designation of this area of funding is in direct response to the prevailing underrepresentation of ethnic minorities at all levels of the educational pipeline that lead to the doctoral degree in psychology (*Visions & Transformations*, APA, 1997, p. 22). Although there have been increases at the bachelor's, master's, and doctoral levels, there continues to be a need to produce well-trained ethnic minority professionals in the field of psychology who will provide culturally competent services to communities of color.

Over the last 5 years, the Innovative Undergraduate/Graduate Programs grant awards have supported six seminars, symposia, or conferences; eight recruitment and retention products; one lecture series; three trainings; three program/curriculum

development activities; four mentoring activities, and three workshops. These activities represent efforts to stimulate and maintain the flow of ethnic minorities through the higher levels of the educational pipeline.

A detailed summary of the Innovative Undergraduate/Graduate Programs grants is provided in Table 18.

Ethnic Minority Leadership Development

In 2001 the CEMRRAT2 Task Force contributed to the cultivation of ethnic minority leadership in psychology by funding activities that promote leadership training and professional development opportunities among ethnic minority psychologists. CEMRRAT believes that such training is needed to create an expanded cadre of persons willing and empowered to assume leadership of diversity, multicultural, and other efforts throughout psychology. Consequently, these funds are earmarked for governance groups, divisions and their respective sections, and other organized entities of psychology that undertake ethnic minority leadership training and development activities. Moreover, applicants to the Ethnic Minority Leadership Development funding area are expected to provide matching funds equivalent to the requested grant award.

Since the inception of this funding priority, CEMRRAT has awarded eight Ethnic Minority Leadership Development grants totaling \$27,880 that resulted in approximately eight innovative grant products, including two professional development opportunities, two program development activities, one workshop, two conferences, and one mentoring initiative. Table 19 outlines the funded efforts in the Ethnic Minority Leadership Development priority area.

Training and SPTAs

CEMRRAT Implementation Grant funds have been awarded to SPTAs to develop and implement strategic plans to promote multicultural issues—for example, through state convention presentations, membership recruiting, and state association leadership and by promoting members who are knowledgeable about multicultural issues to serve on state licensing boards.

Approximately nine Training and State Associations awards have been granted in the amount of \$54,000 since 1999. CEMRRAT Implementation Grant funding in this area has enabled approximately 60 ethnic minority psychologists to attend the State Leadership Conferences (SLCs) during the 2001–2006 period through the development of the Committee of State Leaders' Diversity Initiative (which involved the provision of matching funds by the Committee for the Advancement of Professional Practice) (see box at right) and supported a continuing education workshop ("Cultural Competence in Clinical Practice") as well as other diversity-related activities (see Table 20).

EXEMPLARY TRAINING/ STATE ASSOCIATIONS CEMRRAT Implementation Grant Project

COMMITTEE OF STATE LEADERS Diversity Initiative

The Committee of State Leaders' (CSL) Diversity Delegates Initiative annually receives \$7,000 in CEMRRAT Grant funding, with matching funds provided by APA's Committee for the Advancement of Professional Practice (CAPP). This initiative is a strategy for diversifying state, provincial, and territorial psychological association (SPTPA) leadership. CSL encourages SPTPAs to develop applications that request funding for a diversity delegate representative to the annual State Leadership Conference (SLC) and propose a plan for empowering and mentoring this representative into SPTPA leadership. Depending on funds available, a limited number of new diversity delegates are selected for full funding by CSL ($n = 6$ in 2006). Others who either have previous experience as a diversity delegate or represent APAGS are provided partial CSL funding ($n = 9$ in 2006). Recently, due to the project's popularity and the increasing size of the "experienced diversity delegate" cohort, some states have assumed full responsibility for the funding of the delegates ($n = 16$ in 2006).

A variety of networking and mentoring opportunities have been developed for the diversity delegates during their attendance at SLC and throughout the year (via Listserv). Diversity delegates have initiated numerous diversity initiatives within their SPTPAs. Based on these experiences and successes, Division 31 has developed a handbook, *Implementing a Diversity Initiative in State, Provincial and Territorial Associations* (2005). Diversity delegates also have assumed a variety of leadership positions—for example, at least 15 delegates have subsequently held governance positions in SPTPAs and APA, 7 of whom have been elected presidents of their SPTPAs.

Table 17
CEMRRAT Implementation Grants: Faculty/Professional Development

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
1999	Training	\$3,750	Our Lady of the Lake University Joan Biever	Developed a model training program for bilingual psychologists from the U.S. and Canada (Quebec).
1999	Publication	\$2,000	The Clinical Psychology of Minorities (Div. 12, Section VI) Jean Lau Chin	Produced and disseminated newsletters that focus on ethnic minority/multicultural concerns in clinical psychology.
1999	Course development	\$2,700	Mailman School of Public Health Columbia University Ana Abraido-Lanza	Developed a graduate-level course (Current Issues in Latino Physical and Mental Health) that highlighted health psychology theory and research issues relevant to Latino/a populations.
1999	Publication	\$1,550	Institute of Transpersonal Psychology Arthur Hastings	Created an annotated bibliography of articles on ethnic minorities, cultural perspectives, and transpersonal psychology.
1999	Seminar, symposium, or conference	\$900	SAMMH Second Regional Networking Workshop and Conference Manuel Rivera	Supported the Second Regional Networking Workshop and Conference, the theme of which was "Future Directions in Multiculturalism."
2000	Seminar, symposium, or conference	\$2,500	AAPA Gordon Nagayama, Sumie Okazaki	Hosted a think tank ("Asian American Psychology: Scientific Innovations for the 21st Century"). Subsequently, an edited book was published based on the deliberations.
2000	Workshop	\$2,000	University of Indianapolis Department of Psychology Gayle Iwamasa	Conducted a workshop for full-time, part-time, and adjunct faculty, practice supervisors, graduate students, and advanced undergraduate students ("Understanding Diversity: Basics and Beyond").
2000	Think tank	\$2,500	Southern Illinois University Department of Psychology Kevin O'Neal Cokley	Hosted a think tank ("Ethnic Minority Psychology: Emerging Voices for the 21st Century") that included a workshop for full-time, part-time, and adjunct faculty members, practice supervisors, graduate students, and advanced undergraduate students to introduce participants to concepts and issues related to ethnic and cultural diversity in clinical practice and research.
2001	Seminar, symposium, or conference	\$5,200	Teachers College, Columbia University Christine J. Yeh	Held a seminar ("School Counselor Multicultural Training and Development Seminar for Faculty"); planned and conducted a forum that focused on preparing counselors to deal with the 9/11 attack and crisis intervention.
2001	Workshop	\$2,000	APA Education Directorate Martha B. Braswell	Conducted a workshop for high school psychology teachers.
2001	Workshop	\$2,000	Indiana University East Walter Wager	Implemented the Minority Scholars Program.
2002	Seminar, symposium, or conference	\$6,000	University of Illinois at Urbana-Champaign Helen Neville	Developed a professional development series titled "Methodological Advancements in Counseling Psychology Research in Racial and Ethnic Minority Populations."
2002	Training	\$4,000	University of Georgia Kecia Thomas	Implemented a project ("Creating a Supportive Climate for Diversity and Ethnic Minority Psychology") that was a cross-departmental, cross-college initiative supporting the professional development of psychologists and graduate students who teach multicultural courses, conduct research on diversity issues, or provide services to ethnic minorities.
2003	Workshop	\$4,300	The Chicago School of Professional Psychology Gladys L. Croom Christina Studebaker	Provided comprehensive cultural competency through a 5-day program that increased the faculty's levels of multicultural competence in teaching, practice, and research.

Table 17 (continued)
CEMRRAT Implementation Grants: Faculty/Professional Development

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
2003	Seminar, symposium, or conference	\$4,000	Davidson College Rudy Jackson	Developed a colloquium and workshop series ("Developing Successful Careers in Psychology Through Intergenerational Dialogue") to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCUs and other colleges and universities.
2003	Workshop	\$3,000	Michigan State University Ann Marie Ryan	Facilitated a workshop aimed at developing multicultural competence in teaching psychology to increase the levels of multicultural competence in teaching, practice, and research among Michigan State's Department of Psychology faculty.
2003	Workshop	\$2,000	Spalding University Darlene Shelton	Conducted a workshop ("Strengthening African American Families: A Workshop With Nancy Boyd Franklin") that taught service providers skills and techniques for working with African American families.
2003	Web site development	\$4,000	Lehigh University Arpana Inman	Developed the South Asian Psychological Networking Association (SAPNA) Web site to advance the knowledge, research, and interest in the psychology and well-being of South Asian American psychologists and committees.
2003	Conference	\$2,000	NOVA Southeastern University Shamin Jaffer	Held a conference ("Expanding Clinical Competence: Working With Culturally and Socially Diverse Populations") aimed at increasing opportunities for multicultural training related to the practice of psychology.
2003	Workshop	\$4,000	Society for Industrial and Organizational Psychology (Division 14) Michael Burke	Hosted a workshop through the Institute for the Teaching of Industrial/Organizational (I/O) Psychology that focused on providing workshops to faculty at minority-serving colleges to improve I/O instruction, attract more ethnic minority students to the field of I/O, and contribute to increasing the number of PhDs in the field.
2004	Workshop	\$4,000	Lehigh University Tina Q. Richardson	Supported multicultural in-service CE workshops and colloquium series to stay current on best practices in multicultural counseling, theories, and research.
2004	Workshop	\$4,000	Brown Medical School Debra J. Lobato	Increased the level of multicultural competence of the Brown University Clinical Psychology Training Consortium and faculty through workshops and consultations.
2004	Training	\$3,500	Kentucky Psychological Association Nancy Gordon Moore	Supported the establishment of partnerships with the state psychological associations to provide training for working with ethnic minorities.
2004	Seminar, symposium, or conference	\$5,100	Johnson C. Smith University Ruth L. Greene	Planned and implemented a conference to assess the research interests and needs of HBCU psychology faculty and to stimulate research forums related to biomedical, health, mental health, and behavioral science issues.
2004	Seminar, symposium, or conference	\$1,300	John Jay College of Criminal Justice Ma'at Lewis-Coles	Created a professional development video and seminar that provides information about various racial and ethnic minority groups, highlights culture-specific views about mental health and healing, and describes oppression and racism as mental health issues.
2004	Training	\$2,000	Hawaii State Hospital Darryl Fujii	Developed cultural competencies within the Clinical Psychology Services Unit to promote culturally sensitive treatments at Hawaii State Hospital.
2004	Instructor resource	\$3,500	University of Akron Charles A. Waehler	Produced an instructor resource to promote increased levels of multicultural competence in teaching.

Table 17 (continued)
CEMRRAT Implementation Grants: Faculty/Professional Development

Year	Product category	Grant amount	Institution/project director(s)	Implementation grant product
2005	Training	\$4,000	Kennesaw State University Department of Psychology Jeffrey Helms, Amy Buddie, Randolph Smith, Linda Noble, Valerie Whittlesey, Sharon Pearcey, Ginny Zhan	Hosted a 2-day intensive training to increase faculty knowledge and appreciation of diversity-related issues.
2005	Workshop	\$3,150	Calumet College of St. Joseph Department of Psychology Joseph Kovach	Hosted the Psychology Department's Diversity Workshops, a series of six campus workshops during the 2005-2006 academic year for full-time and adjunct faculty.
2005	Seminar, symposium, or conference	\$4,071	Morgan State University Counseling Center Myra Waters	Hosted a 3-day conference to address the clinical needs of Black college students and HBCU-specific service-related concerns.
2005	Training	\$4,000	North Carolina Psychological Association Anthony Smith, Mareah Streketeef, Sally Cameron	Initiated cultural competency training within North Carolina Psychological Association's membership by funding participation of two task force members to a 4-day diversity training offered by the National Multicultural Institute.
2005	Seminar, symposium, or conference	\$2,575	Wells College Victoria Munoz	Hosted a 2-day multicultural colloquia series to increase the theoretical background, practical knowledge, and teaching strategies of the psychology faculty at Wells College in order to achieve multicultural competence and diversify the curriculum.
2005	Audio/video	\$2,100	John Jay College of Criminal Justice Ma'at Lewis-Coles	Produced an educational video that promotes cultural competence in the psychological treatment of ethnic minorities via a professional development video and seminar model that address knowledge, awareness, and skills for coping with racism and oppression.
2005	Workshop	\$3,445	University of Kentucky Pam Remer	Hosted training workshops on diversity and social justice to enable trained faculty to integrate diversity-related issues into coursework and facilitate discussions.
2005	Training	\$3,000	Jersey Shore University Medical Center A. Diaz-Martinez	Conducted a 9-month multicultural competence pilot program as part of training requirements for psychology staff and predoctoral interns.
2006	Seminar, symposium, or conference	\$3,000	Archives of the History of American Psychology, University of Akron David Baker	Hosted and promoted a multi-day conference to examine the relationship and impact of the Blackfoot people and culture on the work of psychologist Abraham Maslow; promoted awareness of ethnic minority influences on contemporary theories and models in psychology.
2006	Audio/video	\$3,000	Asian American Psychological Association (AAPA) and APA Archives Wade Pickren, Frederick Leong	Documented the Asian American experience in psychology through the production of a DVD set.
2006	Workshop	\$4,000	Widener University Sanjay Nath	Provided workshops to faculty on how to handle charged or "hot" moments in the classroom regarding issues of diversity and difference.
2006	Workshop	\$4,000	University of Michigan Laura Kohn-Wood, Joseph Gone, Donna Nagata, Nnamdi Pole	Hosted a State of the Science of ethnic minority mental health through a series of on-campus workshops titled "Race, Ethnicity, Culture, and Psychopathology."
2006	Workshop	\$3,000	University of California, Los Angeles Vickie Mays	Increased ethnic minority psychologists' knowledge base, levels of cultural competence, and research efforts regarding tribal and urban American Indians by hosting a 2-day workshop series on the health and mental health of American Indians in Los Angeles and San Bernardino County.

Table 18
CEMRRAT Implementation Grants: Grants to Departments for Innovative Undergraduate/Graduate Programs

Year	Product category	Grant amount	Institutions/project director(s)	Implementation grant product
2000	Seminar, symposium, or conference	\$3,000	Hostos Community College/CUNY Bronx, NY Linda Anderson & Lisa Whitten	Conducted a conference related to the recruitment, retention, and graduation of ethnic minority graduate students in 2- and 4-year institutions.
2000	Promotional material	\$2,300	Southern Illinois University Kevin O'Neal Cokley	Designed and developed promotional materials aimed at recruiting and retaining ethnic minority graduate students.
2000	Lecture series	\$2,700	University of Nebraska—Lincoln Leon Caldwell	Developed an Ethnic Minority Advisory Council lecture series.
2001	Training	\$3,000	University of California, Irvine (UCI) Academic Resource Center Jeanett Castellanos	Provided training opportunities through the conduct of the Social Science Summer Undergraduate Research Program to enable ethnic minority students to carry out high-quality independent research projects under the guidance of faculty and staff mentors at institutions other than those that will award the students baccalaureate degrees (UCI).
2001	Seminar, symposium, or conference	\$3,000	University of California, Irvine Counseling Center Mary Ann Takemoto	Hosted a multicultural symposium on careers in psychology.
2001	Seminar, symposium, or conference	\$3,000	Cardinal Stritch University Department of Psychology Asuncion Miteria Austria	Increased ethnic minority students' access to educational and professional experiences by inviting psychologists to make presentations on diversity-related issues.
2001	Seminar, symposium, or conference	\$3,000	Howard University Department of Psychology Kellina Craig	Held a day-long colloquium titled "Expanding Student Awareness of Specialty Areas and Career Options in Psychology."
2001	Recruitment retention initiative	\$4,500	Georgia State University Department of Psychology Leslie Jackson	Developed the Minority Access to Psychology Program, a year-long advising, mentoring, skills enhancement, and practicum training program for students at Georgia State University and the Atlanta University Center.
2002	Recruitment retention initiative	\$3,000	Northwest Nazarene University Glena Andrews	Facilitated a recruitment trip to enable face-to-face contacts with faculty who advise and mentor ethnic minority students; community dinner.

table continues on page 54

Table 18 (continued)
CEMRRAT Implementation Grants: Grants to Departments for Innovative Undergraduate/Graduate Programs

Year	Product category	Grant amount	Institutions/project director(s)	Implementation grant product
2002	Mentoring	\$4,000	Stanford University Anne Chan	Established a mentoring program that matches undergraduate master's students interested in doctoral studies in psychology with doctoral-level mentors who provided assistance during the doctoral program application process.
2002	Seminar, symposium, or conference	\$2,700	Morris College Adeleri Onisegun	Hosted a student psychology conference to expose Morris College students to available opportunities and to stimulate interest in the new minor at Morris College.
2002	Recruitment retention initiative	\$3,500	Southern Illinois University at Carbondale Dana Cunningham Aisha King	Developed an outreach program to HBCUs as a recruitment strategy.
2003	Training	\$3,000	University of Wisconsin—Madison Alberta Gloria	Enabled Native and Mexican American students to attend ethnocultural/multicultural conferences; fund research project, supplies, and dissertation studies; serve as guest lecturers; and become involved with mentoring committees.
2003	Mentoring	\$2,000	Arizona State University Jessica R. Ortega	Organized and coordinated an interdisciplinary lecture series to disseminate knowledge and skills related to mentoring ethnic minority students.
2003	Summer program	\$2,000	Yale University Greg Walton	Developed an innovative undergraduate summer program that enabled ethnic minority students to become exposed to the Yale University Department of Psychology and a graduate mentorship program and to begin a departmental discussion series on diversity.
2003	Mentoring	\$2,000	University of Georgia—Athens Jimmy Davis	Provided enhanced preparation for ethnic minority undergraduate psychology majors through mentoring, teaching, and research opportunities with graduate students.
2003	Training	\$4,500	Geneva College—Beaver Falls, Pennsylvania Cathy Sigmund	Served as start-up funding for the Institute for Community Psychosocial Care, which focuses on community outreach, education, and diverse psychosocial programming and services.
2003	Recruitment retention initiative	\$4,000	University of Missouri—Columbia Lisa Flores	Increased the percentage of Latino/a graduate students in the School and Counseling Psychology departments and contributed to the number of Latino/a professionals in psychology.
2004	Seminar, symposium, or conference	\$3,000	University of South Dakota Delicia McClean, Jennifer Dykstra, Barbara Yutzenka	Supported an educational and cultural conference; supported a focused diversity recruitment effort.

Table 18 (continued)
CEMRRAT Implementation Grants: Grants to Departments for Innovative Undergraduate/Graduate Programs

Year	Product category	Grant amount	Institutions/project director(s)	Implementation grant product
2004	Recruitment retention initiative	\$3,650	University of Southern Mississippi Eric Dahlen	Increased the number of minority students applying to graduate school in psychology and improved retention of ethnic minority psychology majors.
2004	Recruitment retention initiative	\$2,950	Prince Georges Community College Robin Hailstorks	Increased the number of ethnic minority students in psychology and encouraged students to transfer to 4-year institutions.
2004	Recruitment retention initiative	\$3,000	Division 40 Desiree Byrd, Jennifer Manly	Fostered a partnership between a National Mentoring Network and graduate psychology programs that are aimed at attracting ethnic minority students.
2004	Recruitment retention initiative	\$5,000	Whittier College Chuck Hill	Supported enhanced recruitment, retention, and graduation of ethnic minority students; complemented training in psychology and graduate school preparation; provided leadership development for minority students.
2005	Workshop	\$4,200	Antioch University Michele Harway, Catherine Radecki-Bush, Heidi Zetzer	Hosted a full-day workshop on developing learning goals that include diversity issues, thus enabling faculty to infuse cultural competence in the entire curriculum.
2005	Recruitment retention initiative	\$3,250	SUNY-Stony Brook Joanne Davila & Ana Zevallos	Provided academic support to ethnic minority students; established a cohesive network between ethnic minority undergraduates and graduate students and faculty members; created a forum for social support among ethnic minority students through a series of workshops, events, and activities at SUNY-Stony Brook.
2005	Mentoring	\$5,500	Boston College Counseling Department Guerda Nicolas, Janet Helms, David Blustein	Created a mentoring program involving didactic training and seminars with a focus on racial and culture issues; faculty of color mentor master's- and doctoral-level students who are considering careers in academia.
2005	Recruitment retention initiative	\$3,000	Rosalind Franklin University of Medicine and Science Cami McBride, Michael Seidenberg	Established a coordinator position to engage in outreach and coordinate recruitment and retention efforts of targeted ethnic minority undergraduate psychology scholars and graduate students in the Chicago area and beyond; created two 6-8 week summer research apprenticeships for undergraduate psychology majors.
2005	Workshop	\$3,200	Rutgers University Ayorakor Gaba, Rose Zayco, Jessica Floyd, Igda Martinez	Committee on Diversity hosted a 1-day workshop involving current graduate students, practicing psychologists, alumni, supervisors, and invited experts on multicultural psychology to address the interests of minority students pursuing and/or interested in pursuing careers in professional psychology.
2005	Workshop	\$1,000	Midwest Association of Latino Psychologists Elizabeth Vera	Initiated a start-up regional annual meeting initiative intended to bring together Latino/a graduate students and professionals for mentoring, networking, support, and scholarly collaboration during a day-long program.

Table 19
CEMRRAT Implementation Grants: Ethnic Minority Leadership Development

Year	Product category	Grant amount	Institutions/project director(s)	Implementation grant product
1999-2000				Grant category was not established.
2001	Program development	\$5,400	Phillips Graduate Institute Ellen Faulk	Developed LeadTrac Diversity Program, a 2-year demonstration model, to increase leadership involvement by ethnic minority doctoral students and professionals in the field of psychology.
2001	Professional development	\$3,230	Division 42 Judith Steward, G. Rita Dudley-Grant, Janis Sanchez-Hucles	Promoted leadership opportunities within Division 42 among ethnic minority psychologists in full- and part-time independent practice; identified ethnically diverse psychologists who are current or potential division members and encouraged them to become active/join the division by publishing an open invitation; and promoted mentoring by senior psychologists within the division of diverse psychologists into leadership positions.
2002	Seminar, symposium, or conference	\$5,000	University of Toronto Roy Moodley	Organized and conducted "Reaching Across Borders: Multicultural Counseling and Psychotherapy in Canada," a one-day conference that included members of the counseling and therapeutic communities.
2002	Professional development	\$5,000	Connecticut State Psychological Association Jan Owens-Lane	Developed a recruitment and retention infrastructure for state leadership posts that consists of approximately 20 members who represent various professional roles, including research psychologists, clinicians, the director of the Multicultural Office, the deputy commissioner of Mental Health and Addiction Services, and psychology graduate students from across the state.
2003	Program development/workshop	\$2,000	Connecticut Ethnic Diversity Task Force and the Connecticut Psychological Association Gretchen Chase-Vaughan	Developed a mentoring program that consisted of 25 psychologists from various backgrounds and areas of expertise; provided a colloquium and workshop series designed to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCUs and other colleges and universities.
2004	Mentoring initiative	\$2,000	Ethnic Diversity Task Force of the Connecticut Psychological Association Pamela Taylor	Developed relationships with public and private schools within the 169 school districts in Connecticut that have diversity programs and explored opportunities for collaboration; provided a grant to an ethnic minority high school junior from a predominantly White school to attend a state convention with ethnic minority psychologists.
2004	Seminar, symposium, or conference	\$2,000	Howard University Mark Bolden	Conducted a conference to inform Black students about the professional identity of senior Black counseling psychologists.
2006	Web-based resources	\$3,250	Asian American Psychological Association (AAPA) Tai Chang	Developed online discussion forums on the Asian American Psychological Association's Web site to facilitate mentoring among AAPA members.

Table 20
CEMRRAT Implementation Grants: Training/State Associations

Year	Product category	Grant amount	Institutions/project director(s)	Implementation grant product
1999	Workshop	\$700	Rhode Island Psychological Association Maria Garrido	Sponsored the Cultural Competence in Clinical Practice continuing education workshop.
1999	Mentoring program development	\$3,000	DC Psychological Association Mary Froning Barbara Lautman	Held the DCPA Minority Outreach and Mentoring Program, during which Dr. James Jones discussed his TRIOS theoretical model.
1999	Diversity-related activities	\$3,300	Minnesota Psychological Association Steven Gilbert	Implemented specific activities relative to increasing cultural awareness.
2002	Development of Diversity Initiative	\$7,000	Committee of State Leaders (CSL) Josephine Johnson	Developed the Committee of State Leaders (CSL) Diversity Initiative, which included implementing a funding strategy for increasing minority participation and the development of ethnic diversity in SPTPA membership and leadership through the attendance of diversity delegates at the annual State Leadership Conference.
2000	Allocation of funding for conference attendance	\$7,000	Committee of State Leaders (CSL) Dan Abrahamson	Funded the attendance of 12 ethnic minority psychologists and APAGS members at the 2000 State Leadership Conference; grant matched by CAPP funds.
2001	Allocation of funding for conference attendance	\$7,000	Committee of State Leaders (CSL) Daniel Sanders	Supported 16 Diversity Delegates to attend the 2001 State Leadership Conference; grant matched by CAPP funds.
2003	Partial funding of the CSL Diversity Initiative	\$7,000	Committee of State Leaders (CSL) Josephine Johnson	Provided partial funding of the Committee of State Leaders' Diversity Initiative, which aims to increase minority participation and the development of ethnic diversity in SPTPA membership and leadership.
2004	Allocation of funding for conference attendance	\$5,000	Committee of State Leaders (CSL) Michael Sullivan	Funded diversity delegates to attend the 2004 State Leadership Conference.
2005	Allocation of funding for conference attendance	\$7,000	Committee of State Leaders (CSL) Dan Abrahamson	Offered funding to 28 delegates and a diversity liaison who attended the 2005 State Leadership Conference.
2006	Funding strategy development	\$7,000	Committee of State Leaders (CSL) Dan Abrahamson	Provided funding to diversity delegates to the 2006 State Leadership Conference.

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Special Initiatives

The Special Initiatives category recognizes creative approaches to increasing and advancing diversity-related initiatives within organized entities of psychology that may transcend the scope of the goals and objectives of the APA/CEMRRAT Plan. This category, established in 1999, includes thematic initiatives such as the more recent outreach efforts that were made in response to the devastating impact of Hurricane Katrina, as well as projects made possible with the provision of contingency funds. To date, approximately four projects have been funded in the total amount of \$11,500. The Special Initiatives products include the addition of ethnic minority indicators in APA research surveys and APA research databases; the development of a Web page that highlights activities of the CEMRRAT2 Task Force; funding a scholar to teach a cultural diversity class; and sponsoring a book drive for the New Orleans Public Library and supporting a multidivision effort to provide brief counseling sessions to Hurricane Katrina victims (see Table 21).

Table 21

CEMRRAT Implementation Grants: Special Initiatives/Thematic/Contingency Funds

Year	Product category	Grant amount	Institutions/ project director(s)	Implementation grant product
1999	Survey development	\$3,000	APA Research Office	Supported an intern who helped identify data gaps within APA and other databases and developed an instrument that was used to gather information from undergraduate and graduate departments of psychology on minority applications, enrollments, and minority representation among faculty; developed ethnic minority data indicators for APA Research surveys and databases.
2001	Web development	\$2,000	APA Webmaster/ OEMA	Developed a Web page highlighting various activities in support of the implementation of the CEMRRAT Five-Year Plan.
2006	Faculty recruitment	\$5,000	Long Island University	Attracted a well-qualified scholar to teach a cultural diversity class that is offered as part of the PsyD program curriculum.
2006	Book drive/brief counseling sessions	\$1,500	APA Division 45 Justin McDonald, A. Toy Caldwell-Colbert	Sponsored a book drive for the New Orleans Public Library and brief counseling sessions for Hurricane Katrina's victims during the 2006 APA convention in New Orleans.



ACTIVITIES IN SUPPORT OF THE IMPLEMENTATION OF THE APA/CEMRRAT PLAN: 1997–2005

Overview

A primary source of information on ethnic minority recruitment and retention activities of APA governance, APA divisions, and SPTPAs are the surveys disseminated in 2000, 2002, and 2005 (see www.apa.org/pi/oema/programs/cemrnat2.html for information regarding the surveys' procedures and respondents). In 1999, the APA Committee on the Structure and Function of Council (CSFC), in collaboration with the Committee on Division and APA Relations (CODAPAR), surveyed the divisions regarding their efforts to implement strategies to effectively increase ethnic minority representation. Therefore, the findings of the CSFC and CODAPAR surveys supplement those of the CEMRRAT2 surveys. Likewise, the data of the CEMRRAT2 surveys on SPTPAs were supplemented by information that the diversity delegates from the State Leadership Conference (SLC) presented in the 2005 report to the Committee of State Leaders (CSL). These surveys' data are incomplete because of a lack of response by many.

A second major source of information involved the review of documents, including (a) both the meeting agendas and minutes (1998–2005) of the APA Council of Representatives and Board of Directors and (b) the annual reports of APA's boards, committees, and Central Office (i.e., APA's directorates and major administrative offices).

Despite the incompleteness of survey data, the data gathered from the survey and document review efforts collectively represent the most comprehensive compilation of data on the ethnic minority recruitment, retention, and training activities of APA governance, divisions, SPTPAs, and Central Office. In general, these data were analyzed in two ways. The survey data were compiled and analyzed by broad categories/topics of response. Survey data along with all document review data on minority recruitment, retention, and training activities also were analyzed relative to the APA/CEMRRAT Plan objective/goals that they addressed. Summary tables of the latter activity analysis (i.e., by plan objectives and goals) are provided in Appendix A for each type of organized psychology entity (i.e., Council of Representatives and Board of Directors, APA boards and committees, SPTPAs, APA divisions, and Central Office).

The following are summaries of the CEMRRAT2 and CSFC/CODAPAR survey analyses by broad categories/topics of response.

Results of the 2000, 2002, and 2005 CEMRRAT2 Surveys

In 2000, a total of 96 surveys were mailed. The response rate and rate of completed surveys from the 56 SPTPAs was 32.1% for the 96 SPTPA 2000 surveys; the regional associations did not return any surveys. The 33 APA boards and committees had a response rate of 30.3% and a rate of completed surveys of 24.2%. In total, recipients returned 29.2% of the surveys and completed 27.1%.

In 2002, a total of 149 surveys were mailed electronically. The response rate from the 53 divisions was 32.1%, and their rate of survey completion was 22.6%. Approximately 46% of the 56 SPTPAs responded and returned surveys, and 39.3% completed the surveys. The regional associations had a response rate of 14.3%, but no completed surveys were received. Finally, the boards and committees responded at a rate of 9%, with a survey completion rate of 6%.

In 2005, a total of 141 surveys were sent to APA divisions, members of governance, and SPTPAs. The survey contained 14 questions concerning minority-focused activities derived from the 2000 and 2002 surveys. Respondents were asked to indicate if their group had engaged in any of these activities since 2002, the date of the last CEMRRAT survey. The response rate was 34%, with 48 groups returning completed surveys.

In general, the survey results indicated increased ethnic minority participation and infusion of diversity-related concerns in groups and organizations involved in developmental processes. The survey results in 2000 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. To a much lesser extent, efforts were made to incorporate content related to ethnic minorities into conventions and publications and to facilitate ethnic minorities' access to meetings and conventions.

The 2002 survey responses suggest that priorities were shifting somewhat. Increased efforts were reported relative to supporting committees on ethnic minority issues, supporting the attendance of ethnic minorities at conferences and meetings, incorporating ethnic minority content into publications, and organizing special events and programs on ethnic minority issues at psychological conventions.

The 2005 survey suggests a continuing increase in the scope of ethnic minority recruitment, retention, and training efforts, with 11 of 12 surveyed activities reflecting increases in the percentage of respondents indicating their division, SPTPA, or board/committee engaged in such activities. The content and results of the CEMRRAT survey are presented in Table 22.

Committee on Structure and Function of Council (CSFC) and Committee on Division/APA Relations (CODAPAR): Results of the Survey on Ethnic Minority Participation in Divisions

In 1999, CSFC and CODAPAR surveyed the 52 APA divisions regarding their efforts to increase the numbers of ethnic minorities who hold elected or appointed positions in their governance structures (see Table 23). On the basis of the survey's findings, CSFC/CODAPAR identified nine divisions as ones that used successful strategies for increasing ethnic minority representation. Among these nine divisions was Division 12 (Society of Clinical Psychology), which had the largest total number of ethnic minorities

Table 22
CEMRRAT2 Survey Responses: 2000, 2002, and 2005

CEMRRAT survey questions		Survey year		
No.	Item	2000 N = 26	2002 N = 36	2005 N = 48
1	Established or maintained a Committee on Ethnic Minority Affairs or similar group?	26%	58%	57%
2	Created ethnic minority slates and/or recommended minority nominees?	47%	54%	66%
3	Published special issues/sections on ethnic minority issues in your newsletter?	16%	42%	42%
4	Published special issues/sections on ethnic minority issues in your journal? ^a	N/A	N/A	11%
5	Financially co-sponsored the National Multicultural Conference and Summit? ^b	11%	19%	19%
6	Financially supported the attendance of your members at the National Multicultural Conference and Summit?	N/A	N/A	21%
7	Financially supported the attendance of ethnic minority members at major leadership opportunities?	16%	54%	45%
8	Established or maintained award criteria that recognize minority contributions? ^c	N/A	12%	26%
9	Initiated or maintained a mentoring program for early-career/new professionals of color and/or ethnic minority students? ^c	N/A	23%	32%
10	Organized special events or programs on ethnic minority issues during National/Regional/State Psychological Association conventions?	26%	58%	59%
11	Co-sponsored/co-listed APA convention presentations focusing on ethnic minority issues?	N/A	27%	42%
12	Supported ethnic minority student attendance at National/Regional/State psychological conventions/meetings? ^c	N/A	23%	30%
13	Established or maintained a scholarship(s) for ethnic minority student(s)? ^c	N/A	12%	8%
14	Reported research efforts, which included efforts such as surveys, etc.? ^d	11%	N/A	N/A
15	Developed goals, objectives, and policies for: increasing ethnic minority recruitment for membership in your association or positions on boards and committees; addressing ethnic diversity; and/or developing and organizing continuing education programs and events on cultural competence? ^d	22%	N/A	N/A
16	Reported recruitment of ethnic minority professionals or students in your association or recruitment of ethnic minority professionals on your committee? ^d	22%	N/A	N/A
17	Increased minority participation in editorial process? ^d	5.3%	N/A	N/A
18	Reported curriculum/training innovations? ^d	5.3%	N/A	N/A

^a This question was combined with Question 3 in the 2000 and 2002 surveys.

^b This question was combined with questions in the 2000 and 2002 surveys.

^c This question was not included in the 2000 survey.

^d This question was only included in the 2000 survey.

Table 23

1999 CSFC/CODAPAR Survey: Divisions With Successful Minority Strategies

Division	Total membership	Total ethnic minorities	% Ethnic minorities	No. of elected/appointed offices	No. of ethnic minorities holding an office
2	1,998	113	5.7	20	2
12	6,450	371	5.8	23	7
14	2,523	125	5.0	35	5
15	2,067	150	7.3	85	11
27	734	98	13.4	14	4
32	673	33	4.9	14	3
35	3,848	259	6.7	83	25
44	970	67	6.9	14	6
51	687	34	5.0	8	2

($n = 371$) relative to its total membership ($N = 6,450$). Although Division 35 (Society for the Psychology of Women) had a total membership of 3,848, this division had the second highest number of ethnic minority members ($n = 259$) and the highest number of ethnic minorities who held an office ($n = 25$) (CSFC/CODAPAR Survey; APA, Division Services, 1999). (Please note that the survey findings did not include Division 45—the Society for the Psychological Study of Ethnic Minority Issues—whose membership and officers are predominantly ethnic minority.)

The CSFC/CODAPAR Survey on Ethnic Minority Participation in divisions also included seven items regarding each division's composition; current efforts or future plans to increase ethnic minority participation in a given division or a division's governance; divisions' efforts and outcomes relative to increasing ethnic minority participation over the past 10 years; divisions' designation of specific slates for ethnic minorities in elections for division officers and APA Council of Representatives; and ways in which APA could support the increase of ethnic minority participation in the divisions. One of the items solicited names and areas of expertise of ethnic minority members who were recommended for participation in APA governance, and approximately 40 members were identified for possible APA governance participation.

Activities of the APA Central Office, APA Governance, APA Divisions, and SPTAs

As noted previously, detailed tables of such activities (by plan objectives and goals) occurring during the 1998–2006 period are provided in Appendix A for each of the major entities of organized psychology.

Table 24
Overview of Numbers of Efforts in Support of the APA/CEMRRAT Plan Objectives and Goals

Objective & goal	Number of efforts by organizational entity							
	CEMRRAT/ CEMRRAT2	CEMRRAT grants	B/D & C/R	APA boards & committees	SPTPAs	Divisions	APA Central Office	Total ^a
Objective I: Multicultural Training								
G1	1		2			1		4
G2	5	47	14	3	9	20		98
G3	3							3
G4	1	2				10		13
G5	2	3					2	7
Objective II: Increase Minority Faculty								
G1	1	1				1	1	4
G2	1	1	1			1		4
G3	2	16		9		3	1	31
G4	3	6			1	4		14
Objective III: Increase Minority Students								
G1	2	1		1				4
G2	2	2		1		2		7
G3		18			5	1	1	25
G4			2		1		1	4
G5	2				1	1	1	5
Objective IV: National Leadership for Diversity and Multiculturalism								
G1	1		2		1	4	6	14
G2	4	1		2			3	10
G3								0
Objective V: Promote Data, Research, and Evaluation Efforts								
G1		1				1	3	5
G2			1		3	2	2	8
G3	3	1	1				1	6
Other								
Minority leadership development	1	9		3	6	12	3	34
Minority journal review recruitment				1			1	2

^a An effort may be counted under more than one objective, goal, and/or organizational entity.



CNIPAAEMI Henry Tomes Award, 2007 Award Ceremony

ANALYSIS AND SUMMARY OF APA/CEMRRAT PLAN ACCOMPLISHMENTS

The following summary of APA/CEMRRAT Plan accomplishments is based on the previously described accomplishments of various entities of organized psychology. Thus, this summary is an overarching review and analysis of the various activities and efforts that have and have not occurred as suggested by the plan and in support of the plan's accomplishment. Table 24 (see page 63) presents a statistical summary of the number of efforts/activities since 1997 of each major entity of organized psychology in support of each of the plan's objectives and goals. This is not an exhaustive statistical summary; indeed, obtaining information related to the plan accomplishments has been an extremely difficult and time-consuming task. Nevertheless, we believe the following summary represents the most comprehensive overview of efforts in support of ethnic minority recruitment, retention, and training in psychology and reveals important patterns of activity and opportunity.

MAJOR OBJECTIVE I: Promote and improve multicultural education and training in psychology

Goal 1: Evaluate the quality of treatment given to multicultural issues in textbooks and teaching/learning aids and inform the discipline of the status of the presentation and treatment of ethnic minority issues in existing textbooks.

Efforts in support of this goal were relatively few and mostly related to the establishment and work of the CEMRRAT2 Task Force's Textbook Initiative Work Group, which developed guidance for authors, publishers, and instructors on infusing diversity issues into introductory psychology textbooks and teaching. Indeed, the work group accomplished each of the related activities suggested in the APA/CEMRRAT Plan.

Future activities in support of this goal could center on guidance for developing and evaluating textbooks and teaching/learning aids infused with diversity content at all educational levels. Currently both the APA Task Force on Implementation of the Multicultural Guidelines and the APA Task Force on Diversity in Course Content, Publications, and Training Programs are expected to engage in some assessment of, and provide recommendations related to, the status of multicultural issues in textbooks and teaching/learning aids at the graduate level.

Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experience through the conduct and sponsorship of workshops and convention presentations.

Strategies used to address this goal include organizing conferences, developing special journal issues or sections, conducting continuing education and other workshops, and developing curriculum guides/lesson plans. Significant efforts have occurred in support of this goal. Indeed, the number of activities identified in support of this goal far outnumbered those identified for any other CEMRRAT Plan goal, and every related activity suggested by the CEMRRAT Plan has been addressed by APA or others. The CEMRRAT Implementation Grant Fund has been the most significant facilitator of these activities. The APA Board of Directors and Council of Representatives, APA divisions, and SPTPAs were also important facilitators of Goal 2 activities. Current efforts and recommendations of the APA Task Force on the Implementation of the Multicultural Guidelines, the APA Task Force on Diversity in Course Content, Publications, and Training Programs, and the APA Task Force on Disaster Multicultural Training are expected to contribute further to and facilitate efforts in support of this goal. Future efforts in support of this goal should increasingly focus on the scientific areas of psychology and on the management of diversity and multicultural concerns in classroom, research, and organizational contexts.

Goal 3: Introduce and/or increase the enforceability of accreditation and licensing standards focused on services to/research with multicultural populations.

APA's Committee on Accreditation (CoA) accredits doctoral education and training as well as internship and postdoctoral residency programs in professional psychology areas (i.e., clinical, counseling, school, and combined professional psychology). Accreditation is a voluntary peer review process for ensuring quality education and training through use of standards and a definitive set of regulations. The process is periodically reviewed and formally sanctioned by the Council for Higher Education Accreditation and the U.S. Department of Education (DOE), which recognizes and approves the accrediting agency for various professional disciplines (APA CoA, 2005a). DOE also encourages policy independence of such accrediting agencies from their related disciplinary associations. This required independence results in preventing APA entities from dictating or directly influencing accreditation standards, procedures, and decisions.

Assessments and reviews for accreditation by CoA are guided by eight major components or domains of education and training, each with associated standards for doctoral, internship, and postdoctoral programs. Education and training activities related to multicultural issues are most directly influenced by Domain D: Cultural and Individual Differences and Diversity: "The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists" (APA CoA, 2005b, p. 14).

As a means of protecting the public and ensuring quality services, states require psychologists engaged in the practice of psychology to be licensed. Through licensure, states establish educational, training, and other standards for practice that are assessed through review of credentials and examination. Licensure is also a means for regulating the professional practice of psychology. Such regulation usually includes various requirements (including continuing education) for relicensing. Some states (e.g., Massachusetts, New Mexico, and Ohio) have addressed multicultural issues by including multicultural education and training as a requirement for licensing or relicensing.

Future efforts in support of [Goal 2] should increasingly focus on the scientific areas of psychology and on the management of diversity and multicultural concerns in classroom, research, and organizational contexts.

EXEMPLARY MODEL

Early Prevention/ Intervention Training Strategies



APA LESBIAN, GAY, AND BISEXUAL CONCERNS OFFICE

Healthy Lesbian, Gay and Bisexual Students Project (HLGBSP)

This initiative seeks to build the capacity of the nation's schools and youth-serving organizations to improve health and mental health outcomes for lesbian, gay, and bisexual youth. HLGBSP began in 1998 and has received funding from the CDC since 1999. The program is funded under a category focused on reducing HIV infections among young men who have sex with men, particularly among African American and Latino young men. The HLGBSP works to enhance the capabilities of youth-serving organizations on multiple levels:

- HLGBSP created a CDC-approved workshop ("Preventing Health Risks and Promoting Healthy Outcomes Among LGBQ Youth: A Training Workshop For School Counselors, Nurses, Psychologists, and Social Workers") that has been conducted more than 38 times, reaching an audience of no fewer than 1,082 school professionals.
- HLGBSP is working to build the capacity of youth-serving organizations to prevent HIV among LGBQ youth by establishing linkages with HIV prevention experts who will provide technical assistance to the organizations.
- HLGBSP is developing resources for dissemination to youth-serving organizations that focus on HIV prevention among young men who have sex with men. These resources will be developed based on review of the scientific literature, key informant interviews, and a survey of organizations that serve—or aspire to serve—LGBT youth, especially those who are African American and Latino.

Addressing accreditation and licensing standards for multiculturalism (Goal 3) is an area of very limited activity to date—and one in need of more efforts. As noted previously, a few states have addressed multiculturalism issues in their licensing standards. However, as a result of the CAPP/CSL Diversity Initiative, annual workshops on multicultural issues have been conducted at APA's State Leadership Conference, and the increase in the representation of ethnic minority concerns at state psychological conventions has been dramatic. Similar efforts related to accreditation have been made primarily by CEMRRAT/CEMRRAT2 and have involved the development of informational brochures and aids for ethnic minority site visitor recruitment. Many of the actions related to this goal that were proposed by the APA CEMRRAT Plan have not been addressed (e.g., formally assessing the receptiveness of state licensing boards and psychological associations to addressing multicultural state licensing requirements; surveying psychologists on state licensing boards regarding their knowledge of and experience with multicultural assessment and intervention).

To advance this goal, APA might develop an outreach mechanism to advocate the need for greater consideration of multiculturalism by state psychology licensing board members and those designated member organizations of the CoA. Other important venues for advancing this goal include SPTPA conventions and meetings of directors of graduate, professional psychology, internship, and professional postdoctoral training programs. Indeed, quite recently, a collaborative initiative of Division 17 (Counseling), Division 45 (Ethnic Minorities), the Council of Chairs of Training Councils, and the National Council of Schools and Programs of Professional Psychology sought to "raise standards for diversity in accreditation" by proposing a revision of Domain D.

Goal 4: Promote the education and training of psychologists for innovative and nontraditional roles to meet the needs of diverse populations.

There have been moderate, albeit notable, efforts in support of this goal. For example, since 1997, the APA Board of Professional Affairs' Task Force/Committee on Rural Health has increased its ethnic minority membership and its concern with ethnic minority rural populations. Consequently, this task force/committee has taken the lead in addressing the CEMRRAT Plan concern related to developing strategies for improved services to these populations. Indeed, as a general rule, as APA boards, committees, and task forces diversify their membership, they increasingly focus on strategies for improving services, research, and outreach to historically underserved ethnic minority populations.

Division 14 (Society for Industrial and Organizational [I/O] Psychology), with partial support of a CEMRRAT Implementation Grant, has developed a model for encouraging ethnic minorities to

pursue studies in I/O psychology that involves conducting workshops for faculty at minority-serving institutions focusing on ways to incorporate I/O psychology content (e.g., research, work activities, career and educational paths) into their existing psychology courses.

The development of strategies targeted to the needs of linguistic minorities has been most visibly championed by the CEMRRAT Implementation Grants Fund. In addition, strategies that specifically focus on training in early prevention and intervention with populations of color have been developed by APA's Adults and Children Together (ACT) Against Violence Program, AIDS Office, Office on Aging, Healthy LGB Students Project (see box at left), the current Task Force on Resiliency in Black Children, and others. Other APA Central Office efforts in support of this goal include federal advocacy for doctoral training of ethnic minority scientists and practitioners and Central Office administration of ethnic minority training funds (e.g., the Minority Fellowship Program and the APA/NIGMS Project).

Goal 5: Affirm and strengthen ethnic minority student interest and talent in statistics, design, methodology, and scientific areas of psychology.

A few efforts have occurred in support of this goal, most of which have involved activities of the APA Central Office or those supported by the CEMRRAT Implementation Grant Fund. Typically, efforts in support of this goal have involved some type of special workshop targeted to ethnic minority students or their instructors.

MAJOR OBJECTIVE II: Increase ethnic minority faculty recruitment and retention in psychology

Goal 1: Improve efforts to identify, recruit, and hire ethnic minority faculty.

There have been limited efforts in support of this goal. These have included the development of related informational brochures by CEMRRAT; OEMA's publication of the *Directory of Ethnic Minority Professionals in Psychology* (APA, OEMA, 1994) and its associated database, which are widely used for

EXEMPLARY MODEL Recruitment, Retention, and Training of Ethnic Minority Students



APA EDUCATION DIRECTORATE Preparing Future Faculty in Psychology

The Preparing Future Faculty (PFF) in Psychology program is part of a national initiative targeted to future faculty in the humanities and sciences, cosponsored initially by the Association of American Colleges and Universities, the Council of Graduate Schools, and the Atlantic Philanthropies. The APA Education Directorate received funding in 2000–2002 to initiate four department-based PFF in Psychology programs at the following institutions: Miami University in Ohio, University of Colorado, University of Georgia, and University of New Hampshire.

The APA Education Directorate continues to provide funding support for Miami University in Ohio, the University of Georgia, and the University of New Hampshire. Examples of ways in which this funding has enabled these graduate departments to extend their PFF programs include exploring ways to attract ethnic minority students to academic career possibilities (University of Georgia) and developing future faculty for undergraduate education through a learning community model (Miami University). Funding has also been provided to support the following:

- A collaboration of psychology faculty from doctoral programs in the College of Education and the College of Arts and Sciences initiated by the psychology departments at Old Dominion University and Oklahoma State University.
- PFF activities in the Department of Psychology at Auburn University.
- New PFF in Psychology programs at Fordham University, the Department of Psychology at DePaul University, and the Department of Graduate Psychology at James Madison University.
- A new PFF program at the University of South Dakota Clinical Psychology Training Program (funds provided by the APA Education Directorate in 2006)—to be developed with tribal partner institutions identified through the APA/NIGMS project.
- A new PFF program at the master's level initiated by the California State University (Bakersfield) Psychology Graduate Program—the partnership of universities and colleges at this university will focus on collaborations with other master's degree programs at schools in the San Joaquin Valley and LA Basin regions.

ethnic minority faculty recruitment; and career workshops for ethnic minority faculty by the APA Science Directorate. Also notable is the APA Membership Committee's aggressive outreach and recruitment of ethnic minority members, including its establishment of high school and community college affiliate categories; its championing of the Committee on Early Career Psychologists, with its significant ethnic minority membership; and other targeted outreach efforts to ethnic minority psychologists. However, with the exception of the Preparing Future Faculty Initiative of the APA Education Directorate (see box on p. 67), no specific programmatic interventions in support of ethnic minority faculty recruitment have been targeted to the nation's departments and schools of psychology.

The continuous support of APA presidents on behalf of the Division 45 "Links and Shoulders" mentoring program at the convention and the APA Council of Representatives' 2006 approval of "observer" status for representatives of the national ethnic minority psychological associations are stellar examples of how this goal has received support from the highest levels of APA.

Goal 2: Improve the retention of ethnic minority faculty.

Because only a few efforts have addressed this goal, increased emphasis should be given to this area in the future.

Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.

This is the area of greatest activity related to Major Objective II (recruitment and retention of minority faculty). The CEMRRAT Implementation Grant Fund has been a major facilitator of such efforts through its financial support of ethnic minority student and professional conferences, ethnic minority association/group Web sites, mentoring activities, and other mentoring/linkage efforts. SPTPAs, spurred by the Committee on State Leaders' Diversity Initiative, have engaged in innovative efforts to link with and mentor ethnic minority psychology students and professionals; divisions have done likewise. The continuous support of APA presidents on behalf of the Division 45 "Links and Shoulders" mentoring program at the convention and the APA Council of Representatives' 2006 approval of "observer" status for representatives of the national ethnic minority psychological associations are stellar examples of how this goal has received support from the highest levels of APA.

Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs.

Relatively few efforts have been directed toward this goal. However, efforts have included federal advocacy for American Indian and Minority Fellowship Program training programs; support of health disparities research in minority-serving institutions (OEMA's ProDIGs initiative); CEMRRAT's Richard M. Suinn Award to graduate departments/schools of psychology that exhibit excellence in the recruitment, retention, training, and graduation of ethnic minority students; and the development of teaching resources on diversity issues. Also, a CEMRRAT grant award partially funded a multidivisional effort that resulted in a 2006 *American Psychologist* article on the ethnic minority student graduate pipeline in psychology (Maton, Kohout, Wicherski, Leary, & Vinokurov, 2006).

MAJOR OBJECTIVE III: Increase ethnic minority student recruitment, retention, and graduation in psychology

Goal 1: Establish a series of regional networks that would link high school and community college ethnic minority students with psychology faculty.

Goal 2: Facilitate the transition of ethnic minority psychology students at 2-year colleges to 4-year colleges.

Goal 3: Develop pilot networks for linking ethnic minority undergraduate students with faculty in graduate programs and professional schools.

Goal 4: Institutionalize and expand the mentoring networks.

Prior to its 1996 sunset, CEMRRAT used Goals 1–4 to shape the conceptual framework and programmatic structure of the APA/NIGMS Project called Developing Minority Biomedical Research Talent in Psychology (see box at right). This project, which has garnered over \$4 million in federal funding, currently operates at 14 institutions and involves collaborative planning and training among the participating predominantly minority 2- and 4-year institutions and the participating major research institutions in a given region. Consequently, activities of the APA/NIGMS Project prominently address Goals 1–4. The project has been notably successful in developing strategies for leveraging program resources and institutionalizing programmatic strategies.

In addition, the CEMRRAT Implementation Grant Fund and the SPTPAs facilitated efforts in support of these goals—especially Goal 3 (linking undergraduate students with graduate faculty), for which a relatively large number of efforts were reported—for example, numerous initiatives and programs for mentoring and leadership development of ethnic minority undergraduate students, as well as conferences/lecture series/symposia/colloquia/workshops. In addition, Goal 1 (linking high school and community college students with psychology faculty) was typically addressed through conferences and outreach efforts. The Diversity 2K and Beyond Project—a 4-day summer institute conducted at the annual APA convention and cosponsored by APA, Psi Beta (the national honor society in psychology for community college students), the National Institute on Drug Abuse, and SAMHSA—is an exemplary strategy for developing leadership and retaining ethnic minority community college students interested in careers in psychology.

The APA Council of Representatives, Board of Directors, and Central Office have taken actions in support of Goal 4 (institutionalize and expand the mentoring networks) through the Minority Fellowship Program and the Enhancing Diversity Within APA Initiative, as well as through their continuing support of the CEMRRAT2 Task Force.

Specific actions suggested by the APA/CEMRRAT Plan related to Goals 1–4 that have not been addressed include (a) developing computerized databases of ethnic minority student participants

EXEMPLARY MODEL Recruitment, Retention, and Training of Ethnic Minority Students



APA OFFICE OF ETHNIC
MINORITY AFFAIRS

Developing Minority Biomedical
Research Talent in Psychology (The
APA/NIGMS Project)

This project, which has been funded by the National Institute of General Medical Sciences (NIGMS) since 1996, was conceived by CEMRRAT and seeks to increase ethnic minority participation in the biomedical areas of psychology. The project currently involves 14 departments of psychology organized into five Regional Centers of Excellence. Each region comprises a predominantly minority 2-year college, a minority 4-year college, and a major research institution. The project is premised on the notion that effective minority recruitment, retention, and training require not only targeted “pipeline” student training procedures but also transformation of departmental cultures to enable them to strengthen their ability to identify, nurture, and promote minority talent.

Departmental transformation is pursued through use of a “systemic” approach involving partnership development/collaboration, needs assessment, consultation/technical assistance, strategic planning, implementation, and evaluation. The project’s training procedures include outreach/orientation, engagement, research mentorship, academic support, and preparation for educational transitions. Although most of the project’s activities are institutionally based, some of the activities must involve collaboration among all of a Regional Center’s participating institutions.

As of 2007, more than 500 minority students have been involved in the project’s intensive research mentoring component, and more than 23,000 minority students have been involved in other project activities. Nearly two thirds ($n = 156$) of the project’s BA/BS recipients have enrolled in graduate programs, and 56 of these have earned a graduate or professional degree, including 15 PhDs. Currently, 111 project students are enrolled in graduate studies; 65 are enrolled in doctoral programs (55 in psychology).

EXEMPLARY MINORITY STUDENT OUTREACH



UNIVERSITY OF SOUTH DAKOTA Building Bridges/Red Road Gathering for Youth Conference

Building Bridges is an annual conference held for middle and high school students of color, with a special emphasis on the recruitment and retention of Native American students in psychology and in other educational fields. The 2004 conference was a collaborative effort of the University of South Dakota (USD) Department of Psychology and its APA/NIGMS Project, the USD Office of Admissions, and the Red Road Gathering for Youth. Every year the conference takes on an issue relevant to Native American culture and makes it a theme for the conference.

The theme of the 2004 conference was "The Power of Choice," which emphasized learning to make important choices and understanding the implications of the decisions made—especially those related to drinking, drugs, and driving. The conference involved invited speakers and panels; dissemination of information on a range of educational and support programs for Indian students; interactive activities focusing on substance use and its impact on driving; the brain and decision making, including storytelling and a large-scale simulation of a an auto accident; traditional Indian ceremonies; and social events and entertainment. The skills gained at this conference include (a) practicing good decision making, (b) maintaining links with traditional Native values through mentoring, (c) finding and using resources to stay on a positive path, and (d) teaching the importance of personal responsibility.

A CD of the simulation and of related discussion and educational materials was developed for student attendees' use in conducting an education/information activity at their school. More than 60 middle and high school students (recruited from reservations and predominantly Native schools) and over 100 undergraduates, graduates, and staff and community members attended the conference.

in MBRS, MARC, COR (i.e., various federally funded undergraduate minority-training programs in psychology) and Psi Chi (the honor society in psychology) and (b) developing and maintaining a student Internet and e-mail system accessible to ethnic minority (undergraduate) students and faculty recruiters/mentors (see box at right for an example).

Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.

The two most prominent efforts in support of this goal are the CEMRRAT Implementation Grant Fund and the Richard M. Suinn Award for excellence in recruiting, retaining, training, and graduating of ethnic minority graduate psychology students. In addition, the APA/NIGMS Project includes an emphasis on evaluation of various recruitment, retention, and training efforts. However, in consideration of the CEMRRAT grant fund's limited success in encouraging others to evaluate innovative recruitment, retention, and training efforts, significantly more effort is needed to understand which incentives contribute to the most effective recruitment, retention, and graduation activities.

MAJOR OBJECTIVE IV: Provide national leadership for diversity and multiculturalism in education, science, and human services

CEMRRAT activities related to this major objective have included (a) providing support to SPTPAs for diversity/leadership training and implementing strategies for increasing ethnic minority participation within their membership and leadership and (b) highlighting model ethnic minority recruitment and retention programs in OEMA publications. A number of the proposed actions for the five goals under this objective were also addressed by other APA efforts. Some of the highlights of the activities conducted by divisions, boards, and offices within APA are detailed in the goals that follow.

Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.

Advocacy has been a major means of addressing this goal. Examples include multidisciplinary and multiorganizational advocacy for ethnic minority training programs (e.g., the Minority Fellowship Program and Indians Into Psychology) and the development of an amicus brief related to the U.S. Supreme Court deliberations on the University of Michigan's affirmative undergraduate and graduate admissions procedures (*Grutter v. Bollinger* and *Gratz v. Bollinger*). The APA Central Office has also developed working partnerships with the National Institute of Mental Health and the National Science Foundation related to ethnic minority training issues. OEMA's Psychology in Ethnic Minority Serving

Institutions (PEMSI) Initiative has been a vehicle for strengthening APA's relationship with and support of ethnic-minority-serving institutions, while the Education Directorate's Preparing Future Faculty Initiative has served both to familiarize potential faculty with teaching opportunities at minority-serving institutions and to encourage doctoral students of color to consider a college or university teaching career. In addition, it is expected that the recommendations of the current APA Task Force on Implementing the APA Multicultural Guidelines will further contribute to the achievement of this goal.

However, additional activities are needed to achieve some of the more systemic efforts envisioned by the APA/CEMRRAT Plan, including (a) development of broad resolutions and standards of good practice related to diversity, affirmative action, and multicultural curricula and (b) development and initiation of a national public relations/education campaign on diversity in postsecondary education.

Goal 2: Identify effective ethnic minority recruitment and retention programs and strategies, and associated human resources and costs, and disseminate this information to postsecondary institutions and disciplinary organizations through comprehensive consultation/technical assistance programs.

The CEMRRAT2 Task Force directed OEMA to develop a special section ("Model Strategies") for OEMA's news journal, *Communiqué*, that summarized ethnic minority recruitment, retention, and training strategies used by Suinn awardees and others. In 2006, this section was updated, expanded, and released in a CD format. It is also on the Web: www.apa.org/pi/oema/programs/model_strategies_ethnic_minority_recruitment.pdf.

With the partial support of a CEMRRAT Implementation Grant, an interdivisional task force developed a report ("Minority Students of Color and the Psychology Graduate Pipeline") that was published in the *American Psychologist* (Maton et al., 2006). Also, CEMRRAT2 Task Force members have engaged in limited consultation/technical assistance to federal/national science and research agencies, educational institutions, divisions and other APA entities, and other scientific and disciplinary organizations.

Goal 3: Develop a procedure, appropriate for use by a variety of accrediting entities and disciplinary organizations, for responding to complaints and concerns related to diversity in academic and health institutions.

In 1997, upon sunseting itself, the original CEMRRAT requested that this goal be addressed by APA's Board for the Advancement of Psychology in the Public Interest (BAPPI). After meeting with a variety of governance members, including the CoA and APAGS, BAPPI determined that this was a highly controversial and thorny issue. Little

EXEMPLARY MENTORING MODEL

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION Web Mentoring Project

This CEMRRAT-grant-funded project is based on the assumption that leadership development of Asian American psychologists involves facilitating both an awareness of professional issues that impact them (e.g., career options for working with Asian American populations) and sensitivity to institutional, cultural, and personal concerns that influence their training and professional development. The Asian American Psychological Association (AAPA) sought to further the development of mentor-mentee relationships between graduate students/junior professionals and more established professionals by developing asynchronous (where participants need not be online at the same time) online discussion forums on the AAPA Web site, which includes bulletin board software capable of supporting such forums.

Two online discussion mentoring forums were developed, each of which was cofacilitated by two AAPA members. These forums involved 33 participants, with discussions focused on such issues as

- selecting an appropriate graduate program
- obtaining a graduate degree
- licensure issues
- preparing for the academic job market
- professional goals
- self-care
- dealing with racism

Another topic-specific forum facilitated discussion of advocacy and public policy issues pertinent to Asian American psychology. This forum involved 8 participants. Small honoraria were provided to the online forum facilitators and the online administrator. Based on these successes, at least three additional topic-specific facilitated forums were conducted, and additional software was purchased to enhance online discussion capabilities.

subsequent activity has occurred in support of this goal. However, consistent with the accreditation guidelines of the U.S. Department of Education, the current CoA's *Accreditation Operating Procedures* (APA CoA, 2007) includes a provision for student, intern, or postdoctoral fellow complaint against an accredited program. Such complaints must be based on a purported lack of program consistency with CoA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (APA CoA, 2005b), including Domain D (Cultural and Individual Differences and Diversity)—but this is specifically not a mechanism for adjudication of disputes between individuals and programs. Currently, the APA Committee on Ethnic Minority Affairs is advocating that an ombudsman function be included in the proposed Office for Enhancing Diversity, which was recommended by the APA Task Force on Enhancing Diversity. Developing and administering some procedure similar to that suggested in the APA/CEMRRAT Plan might be part of the responsibility of such an ombudsman.

MAJOR OBJECTIVE V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training

Goal 1: Improve APA's data collection systems related to ethnic minorities.

Only a few efforts have focused on this goal, but two are especially noteworthy. Through the award of a special CEMRRAT Implementation Grant, APA's Center for Psychology Workforce Analysis and Research (CPWAR [formerly known as the APA Research Office]) was able to expand its ethnic minority survey data indicators and to incorporate these into most of its standard surveys related to APA membership and the status of graduate departments, students, and faculty in psychology. The second effort, spurred by concerns of APA's Committee on Ethnic Minority Affairs about the significant underrepresentation of people of color in APA's journal editorial pipeline, involved the revision and expansion of an ethnic minority research database that can be used by APA journal editors to identify potential ethnic minority reviewers. According to data of the APA Publications and Communications (P&C) Board, this has resulted in a significant increase in the number of ethnic minority reviewers and editorial board members; however, this increase has not been uniform across journals.

Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.

The Minority Fellowship Program, the APA/NIGMS Project, and the Diversity Project 2K and Beyond routinely collect both process and outcome evaluation data that have been used for accountability and program enhancement development purposes. In addition, the CEMRRAT Implementation Grant Fund requires grantees to provide progress and final reports, including assessment/evaluative data. Nevertheless, there are indicators of the need for additional research and evaluation related to ethnic minority recruitment, retention, and graduation in psychology. For example, in Maton et al.'s (2006) exhaustive review of the status of ethnic minority recruitment, retention, and training in psychology, only 13 articles/books were cited that were produced after 1997 and that focused on research, evaluation, or analysis of ethnic minority recruitment, retention, and training in psychology. Of these, 3 were unpublished manuscripts or data and 3 were published in the same issue and special section of the *American Psychologist* as the Maton article.

Goal 3: Closely monitor the APA/CEMRRAT Five-Year Plan for Ethnic Recruitment, Retention, and Training in Psychology.

This goal was fully achieved. As suggested by the APA/CEMRRAT Plan, more than 10,000 copies of CEMRRAT's report *Visions & Transformations* (APA, 1997) were widely disseminated to every psychology department/program in the United States and Canada, to policymakers and educational

researchers, to APA governance and members, and to others. *Visions & Transformations* remains on the OEMA Web site, where during September 2006 it had still garnered nearly 300 page views. Also, consistent with the suggestions of the APA/CEMRRAT Plan, the CEMRRAT2 Task Force and OEMA provide the APA Council of Representatives with annual written reports of its activities and the status of all activities funded by the CEMRRAT Implementation Grant Fund. Copies of these reports are also available on the OEMA Web site (www.apa.org/pi/oema).

MAJOR OBJECTIVE: Ethnic Minority Leadership Development

This is an area of concern that was not explicitly addressed in the APA/CEMRRAT Plan. However, it soon became evident to the CEMRRAT2 Task Force that implementation of the CEMRRAT Plan could not be successful without a willing and empowered cadre of persons to provide leadership for the necessary but sometimes difficult transformations that the plan proposed. Because of the underrepresentation of ethnic minorities in psychology and their history of marginalization in the various arenas of organized psychology, the necessary leadership cadre was, at best, hidden and grossly underutilized. Consequently, leadership development increasingly became a concern of CEMRRAT2, starting with its initial attempts to ensure that the Practice Directorate was an active participant in APA/CEMRRAT Plan implementation efforts. These attempts resulted in the highly successful Committee of State Leaders Diversity Initiative. CEMRRAT2 further sought to promote leadership development by creating a CEMRRAT Implementation Grant Fund category of the same name. Other psychological entities, seeking to promote diversity issues, also recognized the need to engage in leadership development activities in order to develop a sustainable diversity strategy.

Consequently, leadership diversity emerged as the activity with the second highest number of associated efforts during the 1997-2005 period (see Table 24). These efforts most often focused on the following:

- Developing an infrastructure for ethnic minority participation (e.g., creating a committee on ethnic minority affairs).
- Ensuring ethnic minority participation in major decision making (e.g., creating a “diversity” seat on a division or an SPTPA executive board).
- Developing leadership mentoring opportunities for ethnic minorities (e.g., promoting attendance at leadership conferences).

The election of seven former diversity delegates to the presidency of SPTPAs demonstrates the effectiveness of such strategies for creating inclusive and diverse organizations.

Implementation of the CEMRRAT Plan could not be successful without a willing and empowered cadre of persons to provide leadership for the necessary but sometimes difficult transformations that the plan proposed.



Debbie Liu Lee, PhD, University of Miami, ProDIGs Grantee

CONCLUSIONS AND RECOMMENDATIONS

The establishment of the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) in 1994 marked a major milestone related to the identification of the recruitment, retention, and training of ethnic minorities as a priority of the APA. Since then, the CEMRRAT2 Task Force has engaged in systematic efforts to increase awareness of the barriers to effective recruitment and retention of ethnic minorities through the development and oversight of the APA/CEMRRAT Plan. CEMRRAT2's current report, *A Portrait of Success and Challenge—Progress Report: 1997–2005*, broadly presents the implementation status of the APA/CEMRRAT Plan; documents the steady proliferation of strategic responses; and points the way to innovative, efficacious models on which future strategies may be firmly constructed.

Valuing Diversity (see APA, 2002b) is a prerequisite for the recruitment and retention of students and faculty of color, as well as for the understanding the multiple identities of people and human behavior, in general. The following 15 recommended strategic actions will help to clearly delineate the importance and benefits of valuing diversity in the recruitment and retention of students and faculty of color in the various areas of psychology. These recommended strategic actions represent *priorities*—they are not an exhaustive list of the various types of actions that continue to be needed to fully support all aspects of the APA/CEMRRAT Plan. As priorities, the recommended strategic actions represent major areas of concern that, to date, have received little transformative effort relative to the extant need.



The CEMRRAT2 Task Force intends to continue to support and monitor all of the objectives and goals of the 1997 APA/CEMRRAT Plan. In addition, based on the findings of this *Progress Report*, the CEMRRAT2 Task Force recommends the following major foci of strategic action for promoting ethnic minority recruitment, retention, and training in psychology during the 5-year period of 2008–2012:

- Data collection and compilation
- Faculty recruitment, retention, and training
- Education and training in science, math, and scientific areas of psychology
- National leadership for diversity and multiculturalism in education, science, and human services
- Student recruitment, retention, and graduation

The strategic actions and associated rationales for each recommendation follow, according to the APA/CEMRRAT Plan objectives that they address:

APA/CEMRRAT PLAN OBJECTIVE I: Promote and improve multicultural training in psychology

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

Data suggest the scientific fields within psychology confront the greatest challenges in increasing racial and ethnic minority participation and representation. Therefore, it is necessary to increase ethnic minorities' contributions and participation in psychological science. Our recommendation to increase the numbers and representation of psychologists of color in scientific psychology takes advantage of current structures within APA.

Recommended Strategic Action 1: It is recommended that APA and other organized entities in psychology monitor the number of persons of color entering the scientific fields of psychology at the graduate and faculty levels, including the numbers of senior tenured faculty in experimental, cognitive, biological, developmental, personality, and social psychology.

Rationale: It is clear that ethnic minority psychologists continue to be underrepresented in the scientific areas of psychology (see, e.g., Leong, Kohout, Smith, & Wicherski, 2003; Maton et al., 2006). From the number of graduate students to the number of faculty in the scientific subdisciplines of psychology to the editorships of leading journals to the number of scientific awards given to persons of color, it is also clear that APA can do more to increase ethnic minority participation and representation in scientific psychology.

Recommended Strategic Action 2: It is recommended that the numbers of ethnic minority participants at the APA Science Leadership Conference be increased and that racial and ethnic issues in scientific psychology be included in the agenda of future conferences.

Rationale: The Science Leadership Conference is a very important mechanism for setting policies and future directions for the Science Directorate within APA. To ensure diverse perspectives on science, including cultural, racial, and ethnic diversity, it is equally important that psychologists of color be well-represented at this agenda-setting conference. Only with the involvement of a significant number of ethnic minority scientists at the highest level of APA governance will change begin to occur as it is outlined in the *APA Presidential Task Force for Enhancing Diversity: Final Report* (report received by Council on August 17, 2005; APA, OEMA, 2005).

Recommended Strategic Action 3: It is recommended that APA increase the recruitment of psychologists of color to participate in the APA Science Directorate's Advanced Training Institutes (ATIs) and consider offering an ATI on Research Methods for Culturally Diverse Populations.

Rationale: The ATI is a major scientific training enterprise for APA and a successful strategy for providing advanced training to psychological scientists. Therefore, the ATI mechanism may be useful in promoting the career success of ethnic minority psychological scientists and thereby boosting the pipeline. This can be accomplished by increasing the number of ethnic minority participants at these training institutes. Given the barriers of cross-racial and cross-ethnic mentoring, such extramural training opportunities may be particularly important to psychologists of color. Furthermore, it may be possible to target needs of these scientists by organizing an ATI that specifically addresses the unique challenges of research with diverse populations.

Recommended Strategic Action 4: It is recommended that once the BSA *Task Force Report on Increasing the Number of Quantitative Psychologists* is completed and/or received by the APA Council, APA will work to implement that report's recommended strategies for increasing the number of persons of color in the field of quantitative psychology.

Rationale: In 2006, the APA established the Task Force for Increasing the Number of Quantitative Psychologists in response to the dwindling numbers of quantitative psychologists. "One of the goals of the Task Force is the development of strategies for increasing the representation of minorities and women in the field of quantitative psychology" (BSA Task Force for Increasing the Number of Quantitative Psychologists). The CEMRRAT2 Task Force *Progress Report* recognizes and highlights the pipeline problem and the need to increase the representation of ethnic minorities and women in quantitative psychology.

APA/CEMRRAT PLAN OBJECTIVE II: Increase ethnic minority faculty recruitment and retention in psychology

Recommendation 2: Increase faculty recruitment, retention, and training.

This report cites limited strides in the area of faculty recruitment, retention, and training. APA and the broader field of psychology would benefit from focused attention on the critical areas that follow.

Recommended Strategic Action 5: It is recommended that APA develop an online network (for a nominal fee) available to universities and colleges (but free to departments of psychology) and research corporations/entities that provides a listing of ethnic minorities who are nearing the completion of their doctoral programs.

Rationale: Current data show an increase in the overall number of ethnic minorities graduating with doctoral degrees; however, this increase is not equally reflected in faculty ranks or within the realm of those who pursue research careers. The Richard M. Suinn Achievement Award is based on the recruitment and graduation of ethnic minority psychologists and serves as one source for compiling the listing of ethnic minorities who are nearing the completion of their doctoral programs.

Recommended Strategic Action 6: It is recommended that APA promote, fund, and actively support initiatives among graduate schools across the country that prepare ethnic minority graduate students to pursue faculty positions by demystifying the teaching profession and providing professional development for students as a part of their graduate education.

Rationale: APA is a participant in the Preparing Future Faculty Program and has received funding from the Association of American Colleges and Universities, Council of Graduate Schools, and the Atlantic Philanthropies for this initiative. This program provides an excellent foundation for advancing ethnic minority graduate students' interest in teaching careers and helps address the dearth of faculty of color in our colleges and universities. Using and expanding upon this existing national initiative and APA's involvement would further contribute to student retention and the pursuit of successful faculty careers among students of color.

Recommended Strategic Action 7: It is recommended that publications be developed for ethnic minority psychologists and research/education/health agencies and institutions that outline the process

of accessing, and emphasize the benefits of engaging in, postdoctoral training opportunities. Publications that target agencies and institutions also should include information regarding the recruitment of ethnic minority doctoral degree recipients, provision of support to graduates of color, and models for encouragement of transition from training to academic and research careers. These publications should be linked to the Web sites of organized entities of psychology.

Rationale: The dissemination of this information to ethnic minority psychologists, agencies, and institutions will contribute to greater success and increased retention of ethnic minorities in teaching and research.

Recommended Strategic Action 8: It is recommended that an annual APA convention session/workshop be developed to orient ethnic minority doctoral degree candidates and recipients to the benefits of postdoctoral training.

Rationale: Findings presented in CEMRRAT's *Visions & Transformations* (APA, 1997) and in the current report establish a link between postdoctoral training opportunities and increased success and retention for academic and research career tracks. By publicizing the benefits of postdoctoral training opportunities, encouraging the pursuit of such training experiences, and offering postdoctoral opportunities, there is a greater likelihood of increasing the number and successes of ethnic minorities who are recruited and retained in academic and research careers. Although additional models must be developed in this area to adequately address the recruitment, retention, and training of ethnic minority psychologists in postdoctoral experiences, existing strategies are recommended to begin this process.

APA/CEMRRAT PLAN OBJECTIVE III: Increase ethnic minority student recruitment, retention, and graduation in psychology

Recommendation 3: Increase ethnic minority student recruitment, retention, and graduation.

Troubling trends dominate the status of ethnic minorities at doctoral levels in psychology's educational pipeline. The stalling of significant growth in the number of ethnic minorities who have received doctoral degrees since 1995 and the lack of growth in the percentage of African American and Hispanic Latino/a students entering doctoral programs despite efforts to recruit them constitute serious problems for the profession. Efforts to develop practices and policies that increase recruitment, retention, and graduation of ethnic minority postmaster's, doctoral, and postdoctoral candidates are imperative. Moreover, persons who have pursued postdoctoral experiences are better positioned for successful research careers and for achieving tenure in academic settings. This same opportunity extended to ethnic minority graduate students of psychology would help better position them as pioneering researchers and faculty members.

Recommended Strategic Action 9: It is recommended that APA emphasize, promote, and support academic programs at the undergraduate level that include a focus on preparation for graduate school—especially for doctoral study.

Rationale: The ethnic minority pipeline in education continues to be characterized by constrictions, especially at the upper levels. This suggests the need for a continued emphasis on a pipeline approach to training. Successful programmatic efforts to strengthen the ethnic minority pipeline might be patterned after the APA/NIGMS Project or the Meyerhoff Scholars Program at the University of Maryland Baltimore County (Maton et al., 2006), as well as the Institute of Medicine/Committee of the National Academies (2004) report *In the Nation's Compelling Interest: Ensuring Diversity in the Health-Care*

Workforce. This latter document is an excellent resource concerning effective admissions processes critical to addressing and promoting student needs at the undergraduate level when applying for graduate study.

Recommended Strategic Action 10: It is recommended that APA seek to develop a joint venture with public and private funding sources, including private foundations whose missions include postsecondary education (e.g. American Psychological Foundation; Ford, Kellogg, and Kauffman foundations) to support initiatives among graduate schools across the country that focus on preparing ethnic minority graduate students for research and academic careers in psychology.

Rationale: This report cites a trend of declining participation of ethnic minorities in postdoctoral training that might suggest a potential decline in the numbers of future ethnic minority faculty and researchers.

APA/CEMRRAT PLAN OBJECTIVE IV: Provide national leadership for diversity and multiculturalism in education, science, and human services

Recommendation 4: Increase the provision of national leadership for diversity and multiculturalism in education, science, and human services.

APA's stature and resources and its significant efforts to promote diversity, coupled with the expertise of many of its members in terms of research and intervention related to diversity and multiculturalism, serve to position APA as a potential national leader on issues of diversity and multiculturalism in education, science, and human services. The following recommended strategic actions are ways to augment and promote APA's position as a national leader in these areas.

Recommended Strategic Action 11: It is recommended that APA develop and implement a national public education campaign on diversity in postsecondary education and the workplace.

Rationale: Psychology has sufficient evidenced-based information to promote public understanding of the benefits of diversity and multiculturalism and the contributions psychologists can make to diversity in education and the workplace.

Recommended Strategic Action 12: It is recommended that APA develop a comprehensive, coordinated strategic approach to guide APA's advocacy of federal, state, and foundation funding of ethnic minority training throughout the educational pipeline in psychology.

Rationale: Ethnic minority training programs often are threatened when budgets tighten or political ideologies become more conservative. To ensure consistent and enhanced support of these programs, it is important that APA develop a data-based comprehensive strategy (i.e., which includes ethnic minority training programs in psychology from secondary through postdoctoral training) that is coordinated across the government affairs offices of the various APA directorates.

APA/CEMRRAT PLAN OBJECTIVE V: Promote data collection, research, and evaluation
on ethnic minority recruitment, retention, education,
graduation, and training

Recommendation 5: Increase data collection and compilation.

Successful evaluation of APA initiatives regarding ethnic minority recruitment, retention, and training requires the support of accurate data and information management. In order to collect the required data, the CEMRRAT2 Task presents the following strategic recommendations:

Recommended Strategic Action 13: It is recommended that all organized entities in psychology (e.g., APA boards and committees; APA divisions; SPTPAs, APA Central Office) submit to APA timely, annual, standardized reports related to their activities in support of ethnic minority recruitment, retention, training and leadership development, and diversity in psychology. A related centralized data management system should be established to facilitate analysis of data, which will be interpreted and disseminated under the oversight of the CEMRRAT2 Task Force.

Rationale: There is no systematic data collection system presently in existence. The validity of the results of a good, empirical research project is predicated on the reliability of the data and its interpretation using the appropriate statistics.

Recommended Strategic Action 14: It is recommended that APA develop a research agenda (based on a thorough review of related research literature) of critical information and data needed to better understand the developmental processes and institutional procedures associated with effective ethnic minority recruitment, retention, and training. This research agenda would be used for advocacy of research funding priorities at federal and private research funding agencies.

Rationale: Research should be designed to compare undergraduate ethnic minority psychology majors who may pursue other areas of advanced study (or discontinue undergraduate studies) and alternative careers (Maton et al., 2006). Such research findings will help in the development of successful recruitment and retention models for ethnic minority undergraduate students and their pursuit of graduate studies and careers in the various fields within psychology.

**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.**

Recommended Strategic Action 15: It is recommended that the APA Council of Representatives adopt the Resolution to Enhance Ethnic Minority Recruitment, Retention, and Training in Psychology.



2005 Society of Multivariate Experimental Psychology
Minority Student Conference Participants

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APPENDIXES

Appendix A

Activities of Organized Entities of Psychology in Support of the APA/CEMRRAT Plan Objectives and Goals

Table A1
APA/CEMRRAT Plan Accomplishments of APA Governance: Board of Directors and Council of Representatives

Year	Council or board	Strategic product	Strategic product description
Major Objective 1: Promote and improve multicultural training in psychology			
Goal 1: Evaluate the quality of treatment given to multicultural issues in textbooks and teaching/learning aids, and inform the discipline of the status of the presentation and treatment of ethnic minority issues in existing textbooks.			
2000	APA Council of Representatives	Funding allocation	Allocated funds to support one meeting of the CEMRRAT2 Task Force Textbook Working Group.
2000	APA Board of Directors	Funding allocation	Allocated funds to support additional members on the CEMRRAT2 Task Force Textbook Working Group.
Goal 2: Help psychology trainers, educators, and researchers to become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentation.			
1999	APA Council of Representatives	Funding allocation	Allocated funds for reprinting and electronically disseminating resource materials in support of APA's National Conversation on Psychology and Racism.
2000	APA Council of Representatives	Diverse representation	Charged the Committee on Psychological Tests and Assessment with representing the concerns of diverse groups that may be affected by testing.
2001	APA Council of Representatives	Multicultural recommendations	Generated recommendations for definitions of quality training in multiculturalism and diversity; approved <i>APA Guidelines on Multicultural Training</i> , in consultation with other groups.
2001	APA Board of Directors	Dr. Norine G. Johnson's keynote presentation	Presented the keynote presentation at the APA Multicultural Conference that addressed the need to increase the representation of ethnic minorities in psychology.
2003	APA Council of Representatives	Recommendation	Submitted a recommendation to the Resolution on Children's Mental Health regarding the development of culturally relevant prevention models and dissemination of such models to education and training programs in psychology.
2003	APA Board of Directors	Funding allocation	Cosponsored a one-day meeting of experts who contributed to the production of a document that assists investigators and institutional review boards with ethical planning for research with ethnic minority children and adolescents with mental disorders.
2003	APA Board of Directors	Funding allocation	Provided funding to OEMA to support efforts to solicit outside funding for the proposed OEMA/PPO conference ("Psychology, Public Policy, and Communities of Color in the United States and Throughout the World: Critical Issues, Knowledge, and Skills").
2003	APA Board of Directors	Funding allocation	Allocated funds from the president's discretionary funds to support 2004 presidential initiatives; among these were multilingual materials on the prejudice initiative (approximately 1/3 of \$35,000 allocation of presidential funds).
2004	APA Board of Directors	Funding allocation for grant projects	Funding for development of an electronic toolkit to promote ethnic minority issues within SPTPAs.

Table A1 (continued)

APA/CEMRRAT Plan Accomplishments of APA Governance: Board of Directors and Council of Representatives

Year	Council or board	Strategic product	Strategic product description
2005	APA Board of Directors	Allocate funding for grant projects	Awarded a grant for training opportunities in Rehabilitation Psychology and Clinical Neuropsychology with ethnic minority students.
2005	APA Board of Directors	Allocate funding for grant projects	Formed the Task Force on Multicultural Training to advise the APA on the models, content, and direction of training and resource development needed for the provision of culturally sensitive services for those affected by Hurricane Katrina; the disaster relief from the APA for Katrina totaled \$781,000.
2005	APA Board of Directors	Allocate funding for grant projects	Awarded a grant for Diversity Enhancement and Conflict Resolution for Divisions
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology			
Goal 2: Improve the retention of ethnic minority faculty.			
2004	APA Board of Directors	Task force development	APA President Levant's Task Force on Enhancing Diversity in APA.
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology			
Goal 4: Institutionalize and expand the mentoring networks.			
2002	APA Board of Directors	Funding allocation APA President Philip G. Zimbardo	Provided \$2,000/yr to support a reception for ethnic minority students in the Division 45 Hospitality Suite at the 2002 APA convention.
2002	APA Board of Directors & American Psychological Foundation	Funding allocation APA President Philip G. Zimbardo	Supported the work of organizers of the National Multicultural Summit Conference, who also obtained a grant from the American Psychological Foundation to fund many minority student fellowships.
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services			
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.			
2001	APA Board of Directors	Resolution adoption	Adopted a resolution on racism and racial discrimination; supported the UN World Conference Against Racism; sponsored a delegation to the World Conference Against Racism.
2003	APA Council of Representatives	Guidelines development	Requested that Division 14 include the <i>Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists</i> as a reference to the <i>Principles for Validation and Use of Personnel Selection Procedures</i> .
Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training			
Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.			
1998	APA Council of Representatives	Guidelines development	Approved a motion establishing guidelines to collect information on the representation of minorities, including ethnic minorities in APA governance.
Goal 3: Closely monitor APA's Five-Year Plan for ethnic minority recruitment, retention, and training in psychology.			
1997-1998	APA Council of Representatives	APA/CEMRRAT Plan oversight	Allocated funds from the contingency fund to cover the costs of three APA members, identified by CEMA and BAPPI as experts, to attend two CEMA meetings to assist with monitoring the APA/CEMRRAT Plan on Ethnic Minority Recruitment, Retention, and Training in Psychology.

Table A2
APA/CEMRRAT Plan Accomplishments of APA Governance: Boards and Committees

Year	Council or board	Strategic product	Strategic product description
Major Objective I: Promote and improve multicultural training in psychology			
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.			
1994-1999	Committee on Psychological Tests and Assessments (CPTA)	Publication	Published <i>Test Interpretation and Diversity: Achieving Equity in Assessment</i> .
1998	Board of Educational Affairs (BEA)	Cross-cultural lesson plan	Developed an innovative cross-cultural unit lesson plan for teachers of introductory psychology.
1998	Committee on Women in Psychology (CWP)	Publication	Published <i>Report of the Task Force on Women in Academe</i> .
2000	Teachers of Psychology in Secondary Schools (TOPSS)	Cross-cultural lesson plan	Created a cross-cultural psychology unit lesson plan for high school psychology teachers.
2004	Committee on Aging (CONA)	Symposium	Symposium at APA convention ("Why Multicultural issues Matter to Practitioners Working With Older Adults").
2005	Committee on Aging (CONA)	Symposium	Symposium at APA convention ("Older Adult Mental Health: Multicultural Infusion Into Education, Training, Research, Practice, and Policy").
Goal 5: Affirm and strengthen ethnic minority student interest and talent in statistics, design, methodology, and scientific areas of psychology.			
1998	Committee on Women in Psychology (CWP)	Publication	Published <i>Report of the Task Force on Women in Academe</i> .
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology			
Goal 1: Improve efforts to identify, recruit, and hire ethnic minority faculty.			
1998	Committee on Women in Psychology (CWP)	Publication	With CEMRRAT, published <i>Surviving and Thriving in Academe: A Guide for Women and Ethnic Minorities</i> .
Goal 2: Improve the retention of ethnic minority faculty.			
1998	Committee on Women in Psychology (CWP)	Publication	With CEMRRAT, published <i>Surviving and Thriving in Academe: A Guide for Women and Ethnic Minorities</i> .
Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.			
1994-1999	Committee on Ethnic Minority Affairs (CEMA)	Increased membership	Encouraged SPTAs to increase ethnic minority membership.
2002	Membership Committee	Member communication items	Included diversity-related items in new member communications.
2002	Membership Committee	Ongoing advertisement and exhibits	Proposed ongoing advertisements and exhibits at minority society meetings.

Table A2 (continued)

APA/CEMRRAT Plan Accomplishments of APA Governance: Boards and Committees

Year	Council or board	Strategic product	Strategic product description
2002	Membership Committee	Inclusion of recruitment and retention goals Recruitment project	Included the recruitment and retention of ethnic minority psychologists and students among ongoing goals and activities. Collaborated with OEMA to recruit minority faculty and students from traditionally ethnic-minority-serving institutions.
2002	Committee on Ethnic Minority Affairs (CEMA)	Ethnic minority nomination slate Targeted communications	Approved a motion encouraging SPTAs to submit one or more slates of nominees comprised solely of ethnic minorities. Proposed targeted communications regarding payment and membership retention with self-identified members and student affiliates of color.
2002	Publications and Communications Board	Recruitment project	Implemented an ethnic minority reviewer recruitment project.
2002	Membership committee	Expanded APA affiliate categories	Established high school and community college teacher affiliate categories.
Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs.			
1998	Committee on Women in Psychology (CWP)	Publication	With CEMRRAT, published <i>Surviving and Thriving in Academe: A Guide for Women and Ethnic Minorities</i> .
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology			
Goal 1: Establish a series of regional networks that would link high school and community college ethnic minority students with psychology faculty.			
2002	Membership Committee	Expanded APA affiliate categories	Established high school and community college teacher affiliate categories.
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services			
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.			
1997–1999	Board for the Advancement of Psychology in the Public Interest (BAPPI)	Diversity initiative	Created the <i>Valuing Diversity Project</i> , a 3-year initiative that sought to enhance the capacity of professional psychology to promote and support community efforts that value diversity.
2002	Membership Committee	Expansion of outreach to minority psychological organizations	Recommended enhancing outreach and expanding collaboration with minority psychological organizations to make the discipline and profession more attractive to and inclusive of ethnic minorities.
Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training			
Goal 1: Improve APA's data collection systems related to ethnic minorities.			
1998	Committee on Women in Psychology (CWP)	Publication	With CEMRRAT, published <i>Surviving and Thriving in Academe: A Guide for Women and Ethnic Minorities</i> .

table continues on page 90

Table A2 (continued)
APA/CEMRRAT Plan Accomplishments of APA Governance: Boards and Committees

Year	Council or board	Strategic product	Strategic product description
Major Objective: Other			
Goal: Leadership development			
2000–present	Committee for the Advancement of Professional Practice (CAPP)	Funding allocation	Provided approximately \$7,000 annually to the Committee of State Leaders for its Diversity Initiative.
2000	Committee on Ethnic Minority Affairs	Survey and report on ethnic minorities in the editorial pipeline.	Surveyed a large sample of ethnic minority members about their experience in the editorial pipeline. Based on findings, CEMA recommended the establishment of a project or process for mentoring ethnic minorities into and throughout the editorial pipeline, beginning in graduate school.
2000	Policy and Planning Board	Diversity slate	Dedicated one of its three slates to persons with diversity-related interests.
2005	Policy and Planning Board	Diversity priorities	Identified diversity and multicultural concerns as priorities in its Five-Year Planning Report.

Table A3
APA/CEMRRAT Plan Accomplishments of State, Provincial, and Territorial Psychological Associations (SPTAs)

Year	SPTA	Strategic product	Accomplishments
Major Objective 1: Promote and improve multicultural training in psychology			
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.			
2004	Arizona Psychological Association	Multicultural training	Conducted a multicultural competency training.
2005		Funding allocation	Established a self-sustaining budget with the funds from the multicultural competency workshops and consultation projects to provide cash awards to student researchers; offered at least partial support to the diversity delegate who attended the 2005 SJC conference.
2004	Kentucky Psychological Association	Diversity workshop	Conducted a workshop entitled "Building Skills for a Diverse World."

Table A3 (continued)
APA/CEMRRAT Plan Accomplishments of State, Provincial, and Territorial Psychological Associations (SPTPAs)

Year	SPTPA	Strategic product	Accomplishments
2004–present	New Mexico Psychological Association	Training	Conducted a continuing education training to meet the state licensing board's cultural diversity training requirement.
2005	Georgia Psychological Association	Workshop	Provided 3 six-hour workshops addressing cultural diversity and mental health issues.
2005	Iowa Psychological Association	Diversity training survey	Surveyed the needs of Iowa Psychological Association members regarding diversity-related training opportunities.
2005	Kentucky Psychological Association	Information dissemination	Provided access to Web-based diversity-related information (e.g., a listing of the members of the Culture and Ethnic Diversity Committee; published articles on diversity were published in the <i>KPA Newsletter</i> ; an updated list of international, national, regional, and state conferences and meetings with diversity-related themes).
2005	Pennsylvania Psychological Association	Keynote speaker and workshop Multicultural workshop	Included a keynote speaker and a workshop on a diversity-related topic at the annual KPA convention. Pennsylvania Standing Committee presented a workshop at the Pennsylvania Psychological Association's annual convention regarding multicultural assessment and issues in schools.
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology			
Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs.			
2000–present	Pennsylvania Psychological Association	Web-based publication	Developed a Web-based Multicultural Resource Guide
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology			
Goal 3: Develop pilot networks for linking ethnic minority undergraduate students with faculty in graduate programs and professional schools.			
2004	Connecticut Psychological Association	Mentoring event	Organized the 3rd and 4th Psychologists and Students Mentoring and Networking event, respectively, in April 2004 in Middleton, CT, and in November 2004 in Hartford, CT.
2004	Hawaii Psychological Association	Mentoring event	Arranged to meet and work in conjunction with the HPA's student representatives to modify and reinvestigate the mentorship program.
2004	Maryland Psychological Association	Recruitment trip	Traveled to several graduate schools and recruited new graduate student members.
		Mentoring Listserv	Developed a mentoring Listserv from statewide colleges, universities, and internship sites to maintain and facilitate communication between mentors and students who need mentoring
		Mentoring program	Offered a mentoring program for students interested in incorporating an awareness of diversity issues into their own development.

table continues on page 92

Table A3 (continued)
APA/CEMRRAT Plan Accomplishments of State, Provincial, and Territorial Psychological Associations (SPTAs)

Year	SPTA	Strategic product	Accomplishments
Goal 4: Institutionalize and expand mentoring networks			
2004	Tennessee Psychological Association	Ethnic minority outreach	Developed outreach to psychology departments to increase ethnic minority students' participation in the TPA Convention; involved 30 ethnic minority undergraduate students and resulted in 16 academic paper submissions.
Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.			
2004	Connecticut Psychological Association	Scholarships	Awarded 14 scholarships to ethnic minorities representing 6 colleges/universities and 1 high school (total scholarship fund = \$2,180).
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services			
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in post-secondary education through advocacy, public relations, and public policy.			
2004	Minnesota Psychological Association	Delegation funding	Secured funding to send a delegation of ethnic minority psychologists and MPA members to the National Multicultural Conference and Summit with complimentary funding from the MN Association of Black Psychologists and the Northpoint Health and Wellness Center.
Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, graduation, and training			
Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.			
2004	Georgia Psychological Association	Database development	Established a database of psychologists of color in the state of Georgia. Thus far, the names and contact information for 100 ethnic minority psychologists in Georgia have been collected.
2004	Ohio Psychological Association	Conduct of cultural assessment survey	Conducted a cultural assessment survey of all active OPA members assessing members' perceptions of OPA's commitment to diversity.
2004	Wisconsin Psychological Association	Cultural competence survey	Conducted membership survey related to cultural competence and bilingual service needs.
Other leadership development accomplishments			
2000	Pennsylvania Psychological Association	Multicultural committee development	Developed a Standing Committee of Multiculturalism.
2003	New York Psychological Association	Division establishment, workshop/seminar	Established a division on Culture, Race, and Ethnicity; offered workshops/seminars on cultural competence and diversity.
2004	Arizona Psychological Association	SLC nominations	Identified ethnic minority psychologists to be nominated for leadership positions in the SLC.

Table A3 (continued)
APA/CEMRRAT Plan Accomplishments of State, Provincial, and Territorial Psychological Associations (SPTPAs)

Year	SPTPA	Strategic product	Accomplishments
2004	Minnesota Psychological Association	MPA presidential/ council leadership positions	Nominated and elected two ethnic minority psychologists for leadership positions (MPA president and MPA council member).
2004	Virginia Psychological Association	Establishment of cultural diversity committee	Established the Cultural Diversity Committee as a standing committee.
		Mini-conference on diversity	Included a mini-conference on diversity at the Virginia State Conference.

SUPPLEMENT TO TABLE A4 APA/CEMRRAT Plan Accomplishments of the Divisions APA DIVISIONS

- | | |
|---|---|
| 1. Society for General Psychology | 29. Psychotherapy |
| 2. Society for the Teaching of Psychology | 30. Society of Psychological Hypnosis |
| 3. Experimental Psychology | 31. State, Provincial, and Territorial Psychological Association Affairs |
| 4. There is no Division 4 | 32. Humanistic Psychology |
| 5. Evaluation, Measurement, and Statistics | 33. Mental Retardation and Developmental Disabilities |
| 6. Behavioral Neuroscience and Comparative Psychology | 34. Population and Environmental Psychology |
| 7. Developmental Psychology | 35. Society for the Psychology of Women |
| 8. Society for Personality and Social Psychology | 36. Psychology of Religion |
| 9. Society for the Psychological Study of Social Issues (SPSSI) | 37. Society for Child and Family Policy and Practice |
| 10. Society for the Psychology of Aesthetics, Creativity and the Arts | 38. Health Psychology |
| 11. There is no Division 11 | 39. Psychoanalysis |
| 12. Society of Clinical Psychology | 40. Clinical Neuropsychology |
| 13. Society of Consulting Psychology | 41. American Psychology-Law Society |
| 14. Society for Industrial and Organizational Psychology | 42. Psychologists in Independent Practice |
| 15. Educational Psychology | 43. Family Psychology |
| 16. School Psychology | 44. Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues |
| 17. Society of Counseling Psychology | 45. Society for the Psychological Study of Ethnic Minority Issues |
| 18. Psychologists in Public Service | 46. Media Psychology |
| 19. Society for Military Psychology | 47. Exercise and Sport Psychology |
| 20. Adult Development and Aging | 48. Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division |
| 21. Applied Experimental and Engineering Psychology | 49. Group Psychology and Group Psychotherapy |
| 22. Rehabilitation Psychology | 50. Addictions |
| 23. Society for Consumer Psychology | 51. Society for the Psychological Study of Men and Masculinity |
| 24. Society for Theoretical and Philosophical Psychology | 52. International Psychology |
| 25. Behavior Analysis | 53. Society of Clinical Child and Adolescent Psychology |
| 26. Society for the History of Psychology | 54. Society of Pediatric Psychology |
| 27. Society for Community Research and Action: Division of Community Psychology | 55. American Society for the Advancement of Pharmacotherapy |
| 28. Psychopharmacology and Substance Abuse | 56. Trauma Psychology |

Table A4

APA/CEMRRAT Plan Accomplishments of the APA Divisions

Year	Division	Strategic product	Product/activity description
Major Objective I: Promote and improve multicultural training in psychology			
Goal 1: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.			
2003	Division 2	Diversity Task Force	Conducted a thorough diversity needs assessment of the Society for the Teaching of Psychology members; developed text proposals regarding teaching diversity and connected with Division 45 to explore collaborations.
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.			
1998	Division 45	Publication	Initiated the publication of the journal <i>Cultural Diversity and Ethnic Minority Psychology</i> .
2002	Division 17	Multicultural Conference and Summit III	Guided the <i>Multicultural Guidelines</i> through the APA process of final approval.
2002	Division 31	Information dissemination	Contributed to increasing diversity-related content in classrooms.
2002	Division 32	Information dissemination	Demonstrated commitment to multicultural issues by emphasizing the importance of ethnicity, culture, and “folk psychology” in psychological research.
2002	Division 35	Publication	Developed <i>Feminist Visions and Diverse Voices: Leadership and Collaboration</i> , which included a dialogue on racial and cultural perspectives on feminism.
2002	Division 37	Conference, seminar, symposium	Interdivisional Committee on Teaching about Diversity planned a symposium about diversity issues and the teaching of psychology.
2002	Division 39	Publications	Published papers on multiculturalism.
2002	Division 44	Conference participation	Sent a representative to the Latino Psychology Conference and to the Cross-Cultural Roundtable that was held at Teachers College–Columbia University.
2002	Division 54	Publications	Published several issues of the <i>Journal of Pediatric Psychology</i> that included ethnic minority issues.
2003	Division 17	Information dissemination	Disseminated information regarding multicultural feminist counseling; granted awards for research proposals about language brokering among women of Mexican heritage and discourse on culture in counseling psychology.
2003	Division 2	Diversity Task Force	Conducted a thorough diversity needs assessment of the SPTA members; developed text proposals regarding teaching diversity; and connected with Division 45 to explore collaborations.
2004	Divisions 17, 20, 35, 44, 45	Conference, seminar, symposium	Cosponsored the Multicultural Conference and Summit.
2005	Division 2	Committee on Diversity	Developed resources for teaching diversity; mentored students and faculty regarding the inclusion of diversity issues into academic curricula; integrated diversity-related information in hiring and retaining diverse faculty.
2005	Division 17	Expert Summit on Immigration	Sponsored sessions that focused on the psychological needs of older immigrants and refugees.
2005	Division 37	Diversity Initiative	Promoted cultural diversity and mental health; supported a reception during the APA Expert Summit on Immigration.

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Table A4 (continued)
APA/CEMRRAT Plan Accomplishments of the APA Divisions

Year	Division	Strategic product	Product/activity description
2005	Division 37	Child and family policy and practice review	Promoted cultural diversity and mental health; supported a reception during the APA Expert Summit on Immigration.
2005	Division 42	CODAPAR grant	Developed a workshop on implementing the <i>APA Guidelines on Multicultural Education, Training, Research, and Practice</i> .
2005	Division 45	Diversity Initiatives	Developed the Nominations and Award Committee; collaborated with other divisions in the development of the <i>Multicultural Guidelines Casebook</i> ; supported the planning of the Multicultural Summit.
2005	Division 51	The Cultural Diversity Forum on Men and Masculinities	Encouraged dialogue related to the intersecting nexus of cultural diversity issues in men and masculinities.
Ongoing	Division 35	Grant	Administer HIV/AIDS Prevention Small Grant (joint effort between Division 35 Section on the Psychology of Black Women and APA Women's Programs Office).
Goal 4: Promote the education and training of psychologists for innovative and nontraditional roles to meet the needs of diverse populations.			
2002	Division 12	Information dissemination and training	Promoted research on clinical interventions with American racial and ethnic minority populations; fostered sensitivity to cultural and racial issues in training psychologists.
2002	Division 52	International Committee of Women	Developed the International Committee of Women (ICW) Resolution on cultural awareness in international psychology.
2003	Division 17	Information dissemination	Disseminated information regarding multicultural feminist counseling; granted awards for research proposals about language brokering among women of Mexican heritage and discourse on culture in counseling psychology.
		Section on Ethnic and Racial Diversity Awards	Granted an award to a counseling psychologist who has made an impact on the promotion of the mental health issues of ethnic minorities.
2003	Division 35	Established Section on Concerns of Hispanic Women	Promoted programs and activities related to the concerns of Hispanic women.
2004	Division 45	Diversity initiatives	Cosponsored immigration conference with other divisions; cosponsored a convention program with the APA Ethics Committee on multicultural aspects of ethical research.
2004	Division 53	Task force established	Met jointly with other divisions and discussed issues at the intersection of child mental health and cultural diversity.
2005	Division 17	Information dissemination regarding ethnic minority perspectives	Convened discussions regarding the multicultural focus of positive psychology with several senior members of the Positive Psychology and Academic Functioning section.
2005	Division 48	Information dissemination regarding ethnic minority perspectives	Increased understanding of the links between peace and ethnicity conflict; Rebuilt ethnic minority perspectives into the activities of the division.

Table A4 (continued)
APA/CEMRRAT Plan Accomplishments of the APA Divisions

Year	Division	Strategic product	Product/activity description
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology			
Goal 1: Improve efforts to identify, recruit, and hire ethnic minority faculty.			
2005	Division 2	Committee on Diversity established	Developed resources for teaching diversity; mentored students and faculty regarding the inclusion of diversity issues into academic curricula; integrated diversity-related information in hiring and retaining diverse faculty.
Goal 2: Improve the retention of ethnic minority faculty.			
2005	Division 2	Committee on Diversity established	Developed resources for teaching diversity; mentored students and faculty regarding the inclusion of diversity issues into academic curricula; integrated diversity-related information in hiring and retaining diverse faculty.
Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.			
2004	Division 27	Ethnic minority mentoring	Presented the Ethnic Minority Mentoring Award to ethnic minority member Mark Rosa.
2004	Division 12	Ethnic minority mentoring	Increased membership numbers and involvement regarding mentoring ethnic minorities.
2005	Division 37	Diversity Initiative	Promoted cultural diversity and mental health; supported a reception during the APA Expert Summit on Immigration.
Goal 4: Develop resources for actively supporting and promoting diversity in psychology programs			
2002	Division 53	Information dissemination	Addressed ethnic minority representation within the division and promoted research on assessment and treatment that is relevant to minority groups in child psychology.
2003	Division 17	Information dissemination	Publicized and participated in an annual 2-hour conversation at APA in which a variety of diversity-related issues in counseling psychology are discussed.
2003	Division 45	Ethnic minority program development	Collaborated with other divisions to promote program development and agenda relative to ethnic minorities.
2004	Division 13	Diversity initiative	Instituted diversity groups to assist members in sharing resources and support.
Ongoing	Division 35	Grant program	Administer HIV/AIDS Prevention Small Grant (joint effort between Division 35 Section on the Psychology of Black Women and APA Women's Programs Office).

table continues on page 98

Table A4 (continued)
APA/CEMRRAT Plan Accomplishments of the APA Divisions

Year	Division	Strategic product	Product/activity description
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology			
Goal 3: Develop pilot networks for linking ethnic minority undergraduate students with faculty in graduate programs and professional schools.			
2005	Division 2	Committee on Diversity	Developed resources for teaching; mentored students and faculty regarding the inclusion of diversity issues in curricula; integrated diversity-related information in hiring and retaining diverse faculty.
Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.			
2003	Division 35	Fundraising	Annual fundraisers were sponsored by the Society for the Study of Ethnic Minority Issues.
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services			
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.			
2002	Division 42	Delegation sponsorship	Cosponsored and sent a delegation to the Multicultural Summit.
2002	Division 45	Diversity Initiative	Developed an initiative to form allies across multicultural areas.
2003	Division 9	Amicus curiae brief	APA files amicus curiae brief in support of the University of Michigan that requests the Supreme Court affirm University of Michigan's admissions policies in support of diversity; as a result of this action, the University of Michigan's graduate admissions policy was upheld.
2005	Division 17	Diversity Initiatives	Increased visibility of Section on Ethnic and Racial Diversity (SERD) and Student Affiliate Group (SAG) and collaborative projects.
Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training			
Goal 1: Improve APA's data collection systems related to ethnic minorities.			
2002	Division 12	Information dissemination and training	Promoted research on clinical interventions with American racial and ethnic minority populations; fostered sensitivity to cultural and racial issues in training psychologists.
Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.			
2002	Division 40	Ethnic minority convention presentations	Presented neuropsychological studies of ethnic minority populations.
2002	Division 53	Information dissemination	Addressed ethnic minority representation within the division and promoted research on assessment and treatment that are relevant to minority groups in child psychology.

Table A4 (continued)
APA/CEMRRAT Plan Accomplishments of the APA Divisions

Year	Division	Strategic product	Product/activity description
Major Objective: Other			
Goal: Leadership development			
2002	Division 31	Leadership development	Worked closely with the Committee of State Leaders (CSL) to develop a program that funded diversity delegates from SPTPAs to attend the Leadership Conference.
2003	Division 53	Establishment of the Task Force for Ethnic Minority Representation in Child & Adolescent Psychiatry	Increased diversity of membership and broadened the focus to include ethnic minority issues.
2005	Division 12	Standing Committee on Diversity	Addressed the underrepresentation of ethnic minority groups in the divisions and ensured that diversity-related concerns are considered as they relate to the Society of Clinical Psychology.
		Financial support to victims of Hurricane Katrina	Donated funds to racially diverse and underserved populations who were affected by Hurricane Katrina; presented awards to distinguished ethnic minority psychologists who contributed to the fields of science, education, and the practice of psychology; facilitated meetings that focused on the equitable representation of culturally diverse groups.
		Presidential Award presentation	
		Diversity Committee	
2005	Division 17	Diversity Initiative	Increased visibility of the Section on Ethnic and Racial Diversity (SERD) and the Student Affiliate Group (SAG) collaborative projects.
2005	Division 29	Diversity Task Force established	Increased membership and participation of ethnic minorities in the division.
2005	Division 39	Establishment of a committee	Established the Committee on Multicultural Affairs.
2005	Division 40	Establishment of Ethnic Minority Affairs Interest Group	Promoted professional development opportunities for members of ethnic minorities through the Ethnic Minority Affairs Interest Group.
2005	Division 41	Establishment of Ethnic Minority Affairs Interest Group	Promoted greater diversity of membership and activities in the division.
2005	Division 45	Diversity Initiatives	Developed the Nominations and Award Committee; collaborated with other divisions in the development of the <i>Multicultural Guidelines Casebook</i> ; supported the planning of the Multicultural Summit.

Table A5
APA/CEMRRAT Plan Accomplishments of APA Central Office: Directorates and Programs

Year	Division	Strategic product	Product/activity description
Major Objective I: Promote and improve multicultural education and training in psychology			
Goal 2: Help psychology trainers, educators, and researchers become literate in multicultural issues and facilitate the inclusion of multicultural topics in classroom and field experiences through the conduct and sponsorship of workshops and convention presentations.			
Ongoing	Women's Programs Office	Grants administration	Administers HIV/AIDS Prevention Small Grant (joint effort between Division 35 Section on the Psychology of Black Women and APA Women's Programs Office).
Goal 5: Affirm and strengthen ethnic minority student interest and talent in statistics, design, methodology, and scientific areas of psychology.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administers the CEMRRAT Implementation Grants, the \$1.6 million APA/National Institute of General Medical Sciences Project, and the Psychology and Ethnic Minority Serving Institutions initiative (PEMSI).
2004–present	Science Directorate	Statistical workshop	Administers the Advanced Statistical Training in Psychology (ASTP), a 9-day statistics and research seminar for undergraduate majors in psychology from traditionally underrepresented groups.
Major Objective II: Increase ethnic minority faculty recruitment and retention in psychology			
Goal 1: Improve effort to identify, recruit, and hire ethnic minority faculty.			
2000–present	Education Directorate	Program	Administers the Preparing Future Faculty initiative, which includes a focus on increasing minority participation in the professorate.
Goal 3: Increase the capabilities of the discipline and the Association to promote mentoring of and linkages with psychologists of color.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administered the CEMRRAT Implementation Grants, the \$1.6 million APA/National Institute of General Medical Sciences Project, and the Psychology and Ethnic Minority Serving Institutions initiative (PEMSI).
Major Objective III: Increase ethnic minority student recruitment, retention, and graduation in psychology			
Goal 2: Facilitate the transition of ethnic minority psychology students at 2-year colleges to 4-year colleges.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administered the CEMRRAT Implementation Grants, the \$1.6 million APA/NIGMS Project, and the Psychology and Ethnic Minority Serving Institutions initiative (PEMSI).
		Summer Institute	In collaboration with Psi Beta, NIDA, and SAMHSA, administered Diversity Project 2KB, a professional development institute for ethnic minority community college students.

Table A5 (continued)
APA/CEMRRAT Plan Accomplishments of APA Central Office: Directorates and Programs

Year	Division	Strategic product	Product/activity description
Goal 3: Develop pilot networks for linking ethnic minority undergraduate students with faculty in graduate programs and professional schools.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administered the APA/NIGMS Project at 14 institutions, including 2- year, 4-year, and major research institutions.
2003	Women's Programs Office	Survey administration	Internship Opportunities for Women in Psychology.
Goal 4: Institutionalize and expand the mentoring networks.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administered the APA/NIGMS Project at 14 institutions, including 2- year, 4-year, and major research institutions
Goal 5: Provide incentives to departments and schools of psychology for ethnic minority recruitment, retention, and graduation activities.			
1996–present	Public Interest—Office of Ethnic Minority Affairs	Grant award	Awarded a grant to strengthen the institutional capacities of historically Black colleges and universities (HBCUs) to recruit, retain, and train students of color for careers in psychology. (The first cohort of grant recipients were Morehouse College in Atlanta, GA; Johnson C. Smith University in Charlotte, NC; and Fisk University in Nashville, TN.)
Major Objective IV: Provide national leadership for diversity and multiculturalism in education, science, and human services			
Goal 1: Develop partnerships with other disciplinary and higher education associations to promote the value of and need for diversity in postsecondary education through advocacy, public relations, and public policy.			
1995–1999	APAGS Office	Seminar, symposium, or conference	Contributed to regional multicultural training conferences.
1999–1995	Public Interest/Public Policy	Training	Worked on legislative advocacy training projects.
1997	Education/Public Policy	Bill reauthorization	Succeeded in gaining eligibility for psychology in all the programs for minorities at the undergraduate and graduate levels through the Senate bill to reauthorize the Public Health Service Act.
1998	Public Interest and Education/Public Policy	MFP support	Included language supporting the Minority Fellowship Program in House and Senate Appropriations Committee reports.
1998	Public Interest	Congressional testimony	APA Members gave congressional testimony on minority health disparities.
2000	Public Interest—Office of Ethnic Minority Affairs/Public Policy	CEMA and CPTA Joint Response	Coordinated a joint response by the Committee on Ethnic Minority Affairs and Committee on Psychological Tests and Assessment to the Education Directorate, Office on Civil Rights, regarding High Stakes Testing in the nation's schools.
Goal 2: Identify effective ethnic minority recruitment and retention programs and strategies, and associated human resources and costs, and disseminate this information to post-secondary institutions and disciplinary organizations through comprehensive consultation/technical assistance programs.			
1997–present	Office of Ethnic Minority Affairs	Grants administration	Administered the APA/NIGMS Project at 14 institutions, including 2- year, 4-year, and major research institutions.

Table A5 (continued)

APA/CEMRRAT Plan Accomplishments of APA Central Office: Directorates and Programs

Year	Division	Strategic product	Product/activity description
1997	Education	Information dissemination	Identified diversity-related issues that are important to the field and disseminated examples of successful curricula, syllabi, teaching exercises, and pedagogical strategies to address these issues.
	Public Interest— Office of Ethnic Minority Affairs	Training	Advocated for the inclusion of the social sciences in the National Science Foundation's Louisiana Alliance for Minority Participation (LAMP) Program and presented the APA/NIGMS project as an example of successful training alliances in the social/behavioral sciences.
Major Objective V: Promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, and training			
Goal 1: Improve APA's data collection systems related to ethnic minorities.			
1999	Research Office [CPWAR]	Data collection	Added ethnic minority indicator to routine services using CEMRRAT funds.
			Conducted surveys of first-year graduate students, the representation of people of color in undergraduate and graduate departments, and APA/APPIC Intern applicants.
			Included racial/ethnic self-identification option in member and student surveys, student applications, and reports on racial/ethnic populations in routine demographic analyses; membership demographics (new and resigned, paid and unpaid); as well division and state association affiliation.
Goal 2: Increase research and evaluation efforts related to ethnic minority recruitment, retention, education, graduation, and training.			
	Office of Ethnic Minority Affairs	Grants administration	Administered the APA/NIGMS Project at 14 institutions, including 2- year, 4-year, and major research institutions.
2001–2002	Research Office and Minority Fellowship Program	Program evaluation	Participated in the evaluation of the Summer Program in Neuroscience, Ethics, and Survival Skills (SPINES), a graduate program in neuroscience for ethnic minorities.
Goal 3: Monitor the APA/CEMRRAT Plan.			
1998–present	Public Interest— Office of Ethnic Minority Affairs	Annual reports	Prepares annual reports to the B/D and C/R regarding CEMRRAT2's activities and the expenditure and outcomes of CEMRRAT Implementation Grant Awards.
Major Objective: Other			
Goal: Leadership development.			
1997	Public Interest— Women's Program Office	Diversity initiatives	Engaged in efforts to increase ethnic minorities in governance.
	Membership Office	Diversity initiatives	Supported increased participation of ethnic minority psychologists and students in APA governance and continue to include diversity as a priority for the Membership Committee's member composition.
	Publications & Databases	Journal reviewer database	Developed a database of ethnic minority scholars and researchers to assist journal editors identify such persons for review of journal articles.
2005	Office of Ethnic Minority Affairs	Governance assistance	Provided staff support to the Committee on Ethnic Minority Affairs; the Council of National Psychological Association for the Advancement of Ethnic Minority Issues.

APPENDIX B

CEMRRAT Chair 1994–1997



Richard M. Suinn, PhD

Professor Emeritus, Colorado State University and 1999 APA President

Biosketches of CEMRRAT2 Task Force Members



A. Toy Caldwell-Colbert, PhD, ABPP

2006 Chair—CEMRRAT2 Task Force

Dr. Caldwell-Colbert, a graduate of Spelman College and the University of Georgia, is the provost and vice president for academic affairs at Central State University. She is a board-certified clinical psychologist in private practice and an independent consultant with expertise in higher education administration, campus diversity, faculty and student recruitment and retention, multicultural competency training, and curriculum transformation. As a trained behavioral therapist, her clinical work encompasses adolescent and adult populations, treatment of women with social skills deficits and anxiety disorders, and the assessment and diagnosis of mood disorders in African Americans.

Dr. Caldwell-Colbert's 27-year career in higher education includes administrative and faculty appointments at the University of Illinois, the University of Kansas, Indiana State University, and Emporia State University. More recently, she served as Howard University's provost and chief academic officer from 2001 through 2003 and as vice chair for psychological services and professor of psychiatry at Howard University's College of Medicine in the Department of Psychiatry from 2003 to 2005.

Among her many professional service activities with the American Psychological Association is her service as past-president of APA Division 45 (Society for the Psychological Study of Ethnic Minority Issues). She has published numerous articles and book chapters and has presented her scholarship on feminist leadership styles and models for training, the development of mental health professionals to work effectively with ethnically diverse populations, and best practices in teaching diversity in the 21st century.



James E. Freeman, PhD
Member—CEMRRAT2 Task Force

Dr. Freeman is a professor of psychology, the director of undergraduate studies at the University of Virginia, and the editor of the technology section of the *Teaching of Psychology*. Dr. Freeman was previously an instructor at Denison University, where he taught for 23 years.

His interests include issues related to technology, diversity, and the teaching of psychology. In addition to being a member of the CEMRRAT2 Task Force, he is a member of the APA Presidential Task Force on Diversity Education Resources. Dr. Freeman has served on the Long-Range Planning Committee for Division 2 (Society for the Teaching of Psychology), the Test Development Committees for the Advanced Placement (AP) psychology exam and the Graduate Record Exam (GRE) psychology exam, and was an advisor to the Teachers of Psychology in Secondary Schools (TOPSS).



Frederick T. L. Leong, PhD
Member – CEMRRAT2 Task Force

Dr. Leong is a fellow of the American Psychological Association (Divisions 1, 2, 17, 45, and 52), the Association for Psychological Science, the Asian American Psychological Association (AAPA), and the International Academy for Intercultural Research. He was also the recipient of the 1998 Distinguished Contributions Award from the AAPA and the 1999 John Holland Award from the APA Division of Counseling Psychology. His major clinical research interests include culture and mental health and cross-cultural psychotherapy (especially with Asians and Asian Americans). His organizational psychology interests include research on cultural and personality factors related to career choice, work adjustment, and occupational stress. He has served on several APA committees, including the Committee on Employment and Human Resources, the Committee on International Relations in Psychology, the Committee on Psychological Test and Assessment, the CEMRRAT2 Task Force, and the Advisory Committee of the Minority Fellowship Program. Dr. Leong was elected to the Executive Council of the International Test Commission in the summer of 2006. He is the immediate past-president of the AAPA and of the Division of Counseling Psychology of the International Association of Applied Psychology (IAAP). Dr. Leong is the current president of the Society for Psychological Study of Ethnic Minority Issues (APA's Division 45).



Ena Vazquez-Nuttall, EdD
Member—CEMRRAT2 Task Force

Dr. Vazquez-Nuttall is the assistant dean of multicultural education and professor of psychology at Bouve College of Health Sciences at Northeastern University in Boston, MA. She has served on many state and national professional committees and boards. She was chair of the Training and Education Group of the APA's Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) from 1994 to 1996.

Dr. Vazquez-Nuttall was a member of the Committee on Accreditation of APA from 1998 to 2002. She is a fellow of APA Division 16 (School Psychology) and a member of Divisions 17 (Society of Counseling Psychology) and 35 (Society for the Psychology of Women). She also served on the Massachusetts Board of Registration from 1988 to 1993.

Dr. Vazquez-Nuttall has been a member of several editorial boards, including *School Psychology Quarterly*, *School Psychology Review*, *American Journal of Counseling & Development*, and the *Journal of Counselor Education and Supervision*. At present she is on the editorial board of *Applied School Psychology*. She has written two books with collaborators: *Assessing and Screening Preschoolers* (with Romero & Kalesnik, 1999; Allyn & Bacon) and *Multicultural Counseling Competencies: Individual and Organizational Development* (with Sue, Carter, Casas, Fouad, Ivey, et al., 1998; Sage). She obtained a bachelor's degree from the University of Puerto Rico, a master's degree in social psychology from Radcliffe, and a doctoral degree in education from Boston University.



Victor De La Cancela, PhD
(Currently on active duty military service)
Salud Management Associates, Riverdale, New York



Martha Bernal, PhD (Deceased)
Professor of Psychology and Hispanic Research
Arizona State University, Tempe, Arizona

APPENDIX C

Glossary of Acronyms

APA	American Psychological Association
AAPA	Asian American Psychological Association
APAGS	American Psychological Association of Graduate Students
APPIC	Association of Psychology Postdoctoral and Internship Centers
ATI	Advanced Training Institutes
BAPPI	Board for the Advancement of Psychology in the Public Interest
B/D	Board of Directors
BEA	Board of Educational Affairs
BPA	Board of Professional Affairs
BSA	Board of Scientific Affairs
CAPP	Committee for the Advancement of Professional Practice
CCTC	Council of Chairs of Training Councils
CEMA	Committee on Ethnic Minority Affairs
CEMRRAT	Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology
CMHS	Center for Mental Health Services
CoA	Committee on Accreditation
CODAPAR	Committee on Divisions and APA Relations
COR	Career Opportunities in Research
COWG	Central Office Work Group
CPTA	Committee on Psychological Tests and Assessment
CPWAR	Center for Psychology Workforce Analysis and Research
C/R	Council of Representatives
CSFC	Committee on Structure and Function of Council
CSL	Committee of State Leaders

DOE	Department of Education
ELC	Education Leadership Conference
HBCU	Historically Black Colleges and Universities
IOM	Institute of Medicine
I/O	Industrial/Organizational
MARC	Minority Access to Research Careers
MBRS	Minority Biomedical Research Support
MFP	Minority Fellowship Program
NCSP	National Council of Schools and Programs of Professional Psychology
NIDA	National Institute on Drug Abuse
NIGMS	National Institute of General Medical Sciences
NIMH	National Institute of Mental Health
NSF	National Science Foundation
OEMA	Office of Ethnic Minority Affairs
P&C	Publications & Communications Board
PEMSI	Psychology in Ethnic Minority Serving Institutions
ProDIGS	Promoting Psychological Research and Training on Health Disparities Issues at Ethnic Minority Serving Institutions
SAMHSA	Substance Abuse and Mental Health Services Agency
SAMMH	Student Affiliation for Multicultural Mental Health
SPTAs	State, Provincial, and Territorial Psychological Associations
SLC	State Leadership Conference
TIWG	Textbook Initiative Work Group
TOPSS	Teachers of Psychology in Secondary Schools

