A first-rate psychology department must be diverse to ensure that the full range of research topics of importance to American society is represented, that the widest range of perspectives is included, and that all students are appropriately educated to work in an increasingly diverse society. While psychology seeks to identify general principles of behavior, too often it has been decidedly provincial, with little attention focused on how psychological theories and research might apply to non-Western cultures or to ethnic minorities (or sometimes, women) in this society. Fortunately, in recent years, psychologists, in and out of academia, have increased their attention to culture as a determinant of human behavior. They are also working to better understand how different racial and cultural groups are affected by prejudice, racism, and discrimination.

Efforts to study racial, ethnic, and cultural groups that had been understudied, to ask and to apply new perspectives to enduring questions, expands our discipline. American society is becoming more diverse. An important challenge facing us is to develop an understanding of how best to embrace the multiple dimensions of diversity, and to actualize this understanding in ways that foster common goods and establish diversity as a human strength. The field of Psychology is well suited to address this challenge and to exert leadership in this area.

Diversity benefits us all, both those that represent diverse backgrounds and those from more mainstream backgrounds. Nonetheless, we recognize that some racial and cultural groups (e.g. African Americans, Latinos, Native Americans, Pacific Islander) in our society remain underserved by, and underrepresented in, higher education. We must work especially hard at recruiting and retaining faculty and students from these backgrounds. But, especially with regard to faculty, the relatively small number on the job market and the fierce competition for top candidates means that neither recruitment nor retention will be easy. The latter is complicated by the fact that salaries in the Psychology department are 16% behind that of our peers.
The UW Psychology Department has a long and rich history of diversity, especially with respect to its faculty and graduate students. For example, Stanley Sue and Carolyn Atteneave, seminal figures in Asian American and Native American psychology, respectively, were faculty members here in the 1960’s and 70’s. Claude Steele, perhaps the most eminent African American psychologist today, was here throughout the 70’s and into the early 80’s. Among the talented minority graduate students that this department has produced in the last ten years are Nancy Gonzales, associate professor at Arizona State University; James Cordova, associate professor at Clark University; Jianping Zhang, assistant professor at Indiana State University; Jaslean LaTallaide, assistant professor at University of Illinois at Champagne Urbana; Diane Graves, assistant professor at Northern Texas University; Khanh Dinh, assistant professor at University of Massachusetts. Just this past year (2003) Gonzales received a large NIH grant to study Mexican American families and Dinh have received a large NIH grant to study Vietnamese American families. We seek to maintain, strengthen, and extend the tradition of having strong faculty and graduate students of color at the University of Washington.

Faculty Diversity

As of March 2003, 9 faculty members out of 47.2 Faculty FTE and 42 Ladder faculty were of ethnic minority background. Compared to the UW ladder faculty as a whole, we have a higher percentage of ethnic minority faculty. In fact, the total percentage of both ethnic minority and underrepresented faculty is about twice that of the UW more generally.

An examination of the Equal Opportunity Office’s utilization and goals report (October 2002) for the Department of Psychology indicates that, based on analyses of job market availability, the Department has met affirmative action goals for the total number of minority faculty. In fact, we are above goal by 2-3 positions. On a more specific level, targets for Asian American, American Indian, and Latino faculty have all been met in terms of ladder faculty, but we are still below our target in terms of African American faculty. In contrast, we are below our target in terms of minority faculty amongst our non-ladder faculty. While we would prefer to be at or above target in both areas, the fact that we are above target in ladder faculty suggests that we are not placing our minority
hires in (non-ladder) positions that might be considered lower status. In this vein, an examination of the course loads of our faculty did not reveal any differences between minority and majority faculty.

It is also worth noting that 43% of our ladder faculty is female, as is 74% of our non-ladder faculty. In both cases, this meets or exceeds affirmative action goals for women. However, while numbers are small, some concern might be raised about the relatively higher percentage of women faculty amongst the non-ladder ranks where course loads are typically higher.

Somewhat offsetting concerns about women being placed in the department’s lower status positions is the fact that for the first time in the department’s history, since January 2003 the Chair of the department is a woman (and Latina and openly lesbian). Thus, the tone for inclusivity and diversity is set at the top.

**Graduate Student Diversity**

As the chart below indicates, compared to other units in the College, the Department has had some success in recruiting minority students. Between 1998 and 2003, the percentage of entering ethnic minority students in the Natural and Social Sciences has hovered between 7% and 15%. Although Psychology had one year in which our entering class of students was less diverse than that (1998), since that time, we’ve had above average ethnic diversity, with a couple of classes where more than 20% of our entering students have been ethnic minorities. This has allowed us to provide an environment for our ethnic minority students in which they are not overly isolated. While numbers in each individual entering class are small, in 2002-2003, 33 out of 158 (21%) of our graduate students were of ethnic minority background; 2001-2002, 31 out of 146 (21%) were minorities; and, in 2000-2001, the figures were 29 out of 142 (20%). The
percent of minority students in our program has hovered at about 20-25% for most of the
decade.

The situation is not as positive when specifically focusing on under-represented
minorities, defined as African Americans, Latinos, and Native Americans\(^1\). Here,
numbers are so small that we examined the full cohort of enrollees from 1998 to 2003
and found that only 8 of our 140 (5.7%) newly enrolled graduate students fit into one of
these categories. Nonetheless, this is better than average for the Natural Science or Social
Science divisions; 61 of 1421 (4.3%) of enrollees in the Natural Sciences and 47 of 1105
(4.5%) of Social Science enrollees were underrepresented minorities during this same
time period.

As the table on the next page shows, despite being above average with respect to
diversity, there are many excellent minority students we would like to recruit to our
program who do not come. The Department of Psychology received many applications
from minority students throughout the 1990’s. The numbers dipped appreciably in 2000
and 2001, but appear to be rebounding. This relatively large volume of minority
applications is due to the strong reputation of the Department, to the efforts of our current
minority students, and to collaborative efforts with the Graduate School, especially Go-
MAP (Graduate Opportunities and Minority Achievement Program).

A substantial number of our minority applicants are of extremely high quality, as
indicated by GRE’s, GPAs, and letters of recommendation. In fact, despite I-200,
Washington State’s anti-affirmative action initiative, within our department over the last
five years the percentage for offers is somewhat higher for minorities than for the pool as
a whole.

### Graduate Admissions and Minority Representation

<table>
<thead>
<tr>
<th>Number/Year</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td># applicants</td>
<td>619</td>
<td>578</td>
<td>403</td>
<td>451</td>
<td>442</td>
<td>525</td>
<td>503</td>
</tr>
<tr>
<td># offers</td>
<td>36</td>
<td>38</td>
<td>34</td>
<td>47</td>
<td>29</td>
<td>35</td>
<td>36 (7%)</td>
</tr>
<tr>
<td>Min apps</td>
<td>114</td>
<td>117</td>
<td>59</td>
<td>49</td>
<td>80</td>
<td>88</td>
<td>84</td>
</tr>
<tr>
<td>Min offers</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>7 (8%)</td>
</tr>
<tr>
<td>Min entering</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

\(^1\) Pacific Islanders are also considered underrepresented, but UW data collection does not allow us to separate them out from Asian
Americans.
We have not been able to recruit all the minority students we wish to admit into the program in large part because other programs often provide them with offers of financial aid with no strings attached\(^2\). Many other top programs in psychology offer these outstanding minority graduate students full fellowships or scholarships, rather than teaching or research assistantships, requiring 20 hours a week of work. For at least the last decade, we have only had one minority student whom we have offered a full GOP (Graduate Opportunity Program) fellowship decline admission to our program. This is despite the fact that GOP fellowships only last for a year.

**Specialty Group in Psychology of Diversity**

Presently, several faculty members are involved in the early stages of establishing a “Psychology of Diversity” Specialty Group within the department. The intellectual objectives of this group are to “develop an understanding of how best to embrace the multiple dimensions of diversity and to actualize this understanding in ways that foster common good and establish diversity as a human strength.” For the purposes of this group, human diversity refers to groups of people of experience themselves as different on one of more of the following dimensions: race, culture, ethnicity, sexual orientation, economic class, gender and disability status. Thus, diversity is defined in a way that is inclusive of much more than ethnic minority status.

While the mission of the group is primarily intellectual, social objectives include fostering a departmental climate that stimulates scholarly exchanges about diversity and cultivates mentorship of students from diverse backgrounds and students interested in diversity studies. The primary activities of the proposed Specialty Group will likely include holding brown bag seminars, maintaining lists of pertinent coursework and research projects available in the department, and sponsoring Edwards’s lectures for visiting scholars addressing diversity-related topics. This year, for example, Nancy Gonzales, a graduate of this program, and Associate Professor at Arizona State University, will present an Edwards lecture focusing on her work with Mexican American families.

\(^2\) The same applies to our majority students.
This group was established, in large part, to bring together the interests of our faculty and students, many of which are nationally recognized for their expertise on the psychology of diversity. Examples include:

- At last year’s APA (August 2003), Ana Mari Cauce was recognized with the Minority Fellowship Program’s Dalmas A. Taylor Distinguished Contribution Award “for her outstanding contributions to understanding the psychosocial dynamics of children, adolescents, and families of color, and the application of this knowledge to improve mental and physical well being of ethnic and racial minority people.” She is also director of training and mentorship for the National Hispanic Science Network.

- Robert McMahon’s high risk youth project, FastTrack, entails development and evaluation of an intervention serving participants approximately 50% of whom are African American.

- Bill George directs the Seattle site of a multi-site project by Dr. Gordon Nagayama Hall (University of Oregon) entitled “Culture-Specific Models of Men’s Sexual Aggression” in which approximately 1/3 of the participants are Asian-American men. He recently completed a project regarding racism and perceptions of rape. He is also director of the Institute for Ethnic Studies in the U.S.

- Kim Barrett and Bill George have recently completed two books (one already in press) that deal with issues of racism and minority mental health.

- Jane Simoni is currently PI or Co-PI on three NIMH grants, one addressing the health needs of Two-Spirited Native Americans and the other two involving medication adherence interventions among primarily low-income people of color who are living with HIV/AIDS. Her postdoc, Kim Balsam, is working on a stress and coping survey of sexual minorities. Last year Simoni was honored with two
awards from the Association of Women in Psychology: The Lesbian Unpublished Manuscript Award and the Women of Color Psychologies Award.

- Jason Plaks has applied for support from the UW Simpson Center for the Humanities to establish a new, interdisciplinary Research Cluster dedicated to research on stereotyping, prejudice, discrimination, and intergroup relations. The proposed Research Cluster, featuring a lecture series of nationally and internationally-regarded speakers and a coordinated program of allied seminars and workshops, aims to create a vibrant group at UW that will stimulate fresh ideas and innovative interdisciplinary approaches to these topics.

- Ron Smith and Frank Smoll's current project, Youth Sport Social Systems is concerned with the development, evaluation, and dissemination of interventions for coaches and parents of youth sport athletes that will assist them in providing a more positive psychosocial environment. It involves the first work of this kind done with female and minority coaches, parents, and children. Students involved in the project will gain valuable experience in community-based intervention and program evaluation research with diverse client populations.

- Tony Greenwald is the creator of the Implicit Association Test (IAT), an internet-administerable technology that can reveal ordinarily hidden stereotypes and biases such as those that occur in response to race, gender, and age groups. The IAT has proved useful both as a self-education device that has allowed self-discovery of one's own hidden (and often undesired) biases and as a research procedure that has made these ordinarily invisible biases accessible to scientific investigation.

Our preference is to both integrate education about individual and cultural diversity throughout the curriculum and to highlight its importance by offering coursework with specific diversity content. Moreover, we require all clinical students to enroll in Minority Mental Health or Community Psychology. Every two or three years, there is a seminar on Working with Gay/Lesbian/Bisexual Clients., and last year we
offered a brief seminar focusing on research with diverse populations. Many of our students take one these courses. In addition, the spring quarter clinical colloquium series focuses on doing psychotherapy with diverse populations and is required of all second year clinical students.

The Psychology Services and Training Clinic, which is the primary clinical training site for our students, actively recruits a diverse client population. Assessment of client demographics indicates that of the 70-100 clients seen annually, the percentage of those who identified themselves as minorities ranged from 20% to 27%, a figure which equals or exceeds the minority population of Seattle, according to King County Census figures. The Clinic also serves other traditionally underserved groups such as low-income children and families and sexual minorities. All clinical students are encouraged to work cross-culturally, and every effort is made to match minority clients with supervisors who have demonstrated cultural competence as well as clinical competence. Students seeing clients in the Clinic are also given the opportunity to participate in the Clinic’s program evaluation which includes filling out Ponterroto’s (1997) Multicultural Counseling Awareness and Sensitivity form. Students’ responses will be pooled and correlated with clients’ responses to outcome and satisfaction measures. If a relationship is established between students’ multicultural awareness and either client outcome or satisfaction, that could provide important feedback to the training program and guide future program changes.

Below are only a handful of examples of recent student research that speaks to their development and continuing interest in topics related to diversity.

- One student is working on a project with urban Indian adolescents in the Seattle area and on another with Alaska natives throughout the state of Alaska. The first is involved in identifying innovative interventions for Native adolescents at risk for or involved in substance abuse. The second is a qualitative oral life history with Alaska natives centering on non-problem drinkers and those who have been sober for five-plus years.
• Another student who recently accepted an academic appointment at the University of Montana, conducted a multi-phase study of the outcomes of gay, lesbian, bisexual and transgendered individuals receiving chemical dependency treatment services. In collaboration with others, this student recently published a paper in the American Journal of Public Health on the victimization experiences of sexual minority homeless youth. This paper was highlighted in various newspapers across the country.

• One student is currently working on an examination of the Recollections of Racism Project, interviewing students of color about their racial socialization experiences, in relation to ethnic identity development and bicultural competence and coordinating a review of university-wide grant proposals related to the study of ethnic minorities.

• One student is working on developing a study that will examine play and creativity among Native American children. This study will explicitly be addressing what is considered a strength in this population.

• Two students are working together on designing a study to assess sexual satisfaction among gay and lesbian couples.

• Finally, a student will be applying for an APA minority predoctoral award to study health disparities with a focus on Latinas.

**Diversity in the Undergraduate Program**

Unlike our graduate program, that is somewhat more ethnically diverse than the UW as a whole, our undergraduate program is somewhat less diverse, although not markedly so. In 2003, 35.2% of the UW student body consisted of students from ethnic minority backgrounds. Underrepresented minorities made up 8.2% of the student body. In
contrast, among psychology majors\(^3\), 19\% were from ethnic minority backgrounds. However, among underrepresented minorities, we were a little above average, at 9\%. An additional 2\% of our students reported being of “mixed” race, although we did not ask them to designate this more specifically.

Nonetheless, as is the case in our graduate program, we view diversity as much more than having ethnic minority students in our programs. Diversity also has to do with the way that we conceptualize the discipline of psychology and think about our curriculum. There is generally some emphasis on ethnicity/culture, gender, and/or related concepts like prejudice, in many of our courses. In addition, we offer various courses that focus specifically on ethnic diversity or gender. They are briefly described below:

- **PSYCH 250 Racism and Minority Groups.** Overview of the causes, contexts, and consequences of racism and its effects upon minority groups and society. Emphasis on cultural history, political and socioeconomic structures that contribute to racism. Examination of current issues in race relations and cultural pluralism in U. S. and selected international topics.

- **PSYCH 257 Psychology of Gender.** Major psychological theories of gender-role development; biological and environmental influences that determine and maintain gender differences in behavior; roles in children and adults; topics include aggression, cognitive abilities, achievement motivation, affiliation. Offered: jointly with WOMEN 257.

- **PSYCH 357 Psychobiology of Women.** Physiological and psychological aspects of women's lives; determinants of biological sex; physiological and psychological events of puberty; menopause; sexuality; contraception, pregnancy, childbirth, and lactation; role of culture in determining psychological response to physiological events. Offered: jointly with WOMEN 357.

\(^3\) Information on the ethnic background of psychology majors is based on exit interviews over the last five years. Our response rates for these are about 70\% and they may underestimate the number of ethnic minority students in our sample. Data collected by OEA suggests that minority students are somewhat more likely to be non-respondents than majority students.
• **PSYCH 380 Cross-Cultural Competence.** Facilitates development of multicultural competence; focuses on mental health/social service needs of ethnic and linguistic minorities, and developing personal/interpersonal skills to reduce barriers, enhance effective service provision to cross cultural groups, sexual minorities and disabled people.

**Staff Diversity**

In some key ways, staff members are the “face” of our department. For example, when a student walks through the front door of Guthrie, he or she is mostly likely to first encounter a staff member. Thus, staff members play an important role in our cultivation of an inclusive and diverse climate. Unfortunately, compared to our faculty and students, relatively few of our staff members are of ethnic minority background. Of the 14 staff members funded from our permanent budget, only 2 are ethnic minorities. As staff jobs become open and are filled, it is incumbent upon us to make sure that we interview as diverse a pool of applicants as possible.

**Creating a Climate of Inclusion within the Department of Psychology**

In support of creating and maintaining a climate that is inclusive and values diversity, for most of the last decade, the Department of Psychology has maintained a Minority Concerns Committee now named the Multi-Ethnic and Cultural Association (MECA). This association primarily comprises faculty and graduate students, although staff members are welcome and we are considering involving undergraduates. MECA provides graduate students with a forum for sharing experiences, voicing problems and concerns, and networking. One of MECA’s functions is to organize social events for all members of the psychology community, but with a special emphasis on the diverse nature of the department. For example, in past years MECA has sponsored an “ethnic potluck” where students and faculty were encouraged to bring goods that were representative of their upbringing and background. A second function is to be active in the recruitment process of minority students so that these students know the committee exists. In short,
MECA views itself as providing a community for minority students to share experiences with and to remind themselves that they are not alone.

The members and supporters of MECA work very hard to provide minority students with mentoring and support. By all accounts, these efforts have proved to be helpful to our minority students. Nonetheless, a recent review of the department, in conjunction with the Chair search, revealed that some minority students do not think the department is as sensitive to issues of racial, ethnic, and gender diversity as it could be. Addressing these concerns will be a priority in the years to come. In large part, due to the efforts of MECA, retention has not been an issue for underrepresented minority graduate students in our department. Once they enter, they almost always graduate and most go on to successful careers in research and teaching. Over the last decade, only one underrepresented graduate student did not finish her degree.

Challenges to Creating and Maintaining a Diverse Department

There should be little question about the commitment of our department to diversity, both broadly and narrowly defined. This commitment is there at all levels, beginning at the top. For example, a postdoctoral training program that the Chair co-directed for many years (The Family Consortium on Culture and Ethnicity) was cited by the National Academy of Sciences as a “model program” for increasing diversity within the field, and she recently received a commendation from the “Study Group on Culture and Ethnicity” a young faculty group that she helped to establish and mentor. She is now playing a similar mentorship role through the National Hispanic Science Network. Thus, it has been frustrating to see such a relatively small, albeit above average, representation of minority students within our graduate program. The lack of connection between MECA and our undergraduate student population is also worrisome, and is an obvious area for development.

However, it is naïve to think that these areas can be improved without added resources. For example, in order to successfully recruit and retain the very best minority graduate student candidates, there is no substitute for the incentive of financial support in the form of 4 to 5 year fellowships. Although, even an increased number of 1 year fellowships would help. In addition, there was a time when the department had the
resources to provide TA/RA support for a graduate student to help run MECA (then called MCC, the Minority Concerns Committee) and to provide graduate student mentorship to our undergraduates interested in research on minority populations. But, given staff and TA support cuts, we have not been able to provide this funding for most of the last decade and there is little reason to anticipate being able to do so in the near future. The Department of Psychology could be, and desires to be, a leader in diversity on campus, but we cannot do so without financial support devoted specifically for this purpose.

We presently pursing the NIH pre- and postdoctoral minority supplements which each of our faculty members with R01s can obtain. The problem is the “catch 22” inherent in these awards: they can not be awarded until a candidate is identified and it is difficult to recruit a candidate without the award.

Finally, we would like to attract more minority faculty to our program, especially African American and/or Native American faculty. The challenge is to continue to recruit and retain minority faculty now that such resources are not available.