

19 June 2015

To: Deb Welsh, Department of Psychology Head  
Department of Psychology Students, Staff, and Faculty  
From: Department of Psychology Diversity Council  
Regarding: 2014-2015 Academic Year Report of the Diversity Council

We on the Diversity Council (DC) end this year aware of the progress we have made in our department, but also of the significant work we have remaining to do. In this annual report we describe the progress we have made for each of the six goals of the Diversity Plan approved by the Department of Psychology. We are grateful for the opportunity to serve our department in working toward these goals, and for our Department Head's commitment and drive to achieve these goals.

The DC met as a full committee monthly during the academic year. We thank DC member Connie Ogle for taking minutes of our meetings. These minutes can be found on the Department's Sharepoint site. Perhaps the key accomplishment of fall semester was the finalization of the report and presentation on the 2014 Departmental Climate Survey. The Climate Survey presentation was given to a meeting of the full faculty in January, with subsequent separate presentations to and discussions with staff and graduate students. Climate Survey results are available to members of the Department on our SharePoint site.

### **SIX GOALS SUBCOMMITTEE REPORTS**

Much of our work during the year was carried out in subcommittees that were formed around the 6 goals of our Diversity Plan. What follows in this report are the accomplishments of these 6 subcommittees. Members of the subcommittees are listed below each goal.

#### **Goal 1 Subcommittee**

Create and sustain a welcoming, supportive, and inclusive departmental climate

*Mary Ellen Hunsberger, Anastasia Kerr-German, Alex Khaddouma, Jenny Macfie, Jerika Norona, Connie Ogle, Michael Oliver*

Strategy 1: "Create a mechanism that preserves confidentiality and collects feedback and concerns from students, staff, and faculty"

Benchmark: Create a mechanism on the Psychology Department's Diversity website

Progress: A portal for anonymous comments and suggestions was opened in January, 2015. A subcommittee of a student, staff member, and co-chair of the Diversity Committee access the portal and bring texts to Subcommittee 1. If appropriate, texts are brought to the diversity committee as a whole for discussion. Positions on the portal subcommittee will rotate. A poster advertising the portal was designed, approved by the Diversity Council as a whole, and will be posted on every floor in Austin Peay.

Strategy 2: "Make the physical environment in the Department of Psychology welcoming and inclusive to all."

Benchmark: "Culturally diverse décor... the physical building and Departmental functions should be accessible to, and inclusive, of all."

Progress: (1) Psychology Department Spring Celebration. The subcommittee made suggestions for how this party could attract more student participation (change location to 4<sup>th</sup> floor UT Conference Center, improve food, door prizes to include gift cards, include group success in addition to individual awards, celebrate dissertation defenses, include more fun activities, have 4 judges for student posters). (2) Psychology Department Winter Celebration. The subcommittee made

suggestions for the name of the party to match that of the Spring Celebration. The subcommittee also suggested that Deb Welsh invite or appoint a committee to organize the party to consist of at least one member from each group: staff, students, faculty. For decorations we suggested that they consist of general winter décor (e.g., snowflakes, poinsettias, white lights, snow people, icicles, penguins etc), to avoid the possibility that it be seen to have any religious association.

## **Goal 2 Subcommittee**

Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions

*Deb Baldwin, Todd Freeberg, Jioni Lewis, Ralph Lydic*

As our department has done in previous years, this year we again nominated an individual from an under-represented population for the Chancellor's Future Faculty Program. The Biological research area in Experimental Psychology nominated Dr. Delia Shelton, a postdoctoral researcher at Indiana University who integrates physiological and behavioral ecological approaches to understand behavior.

Objective 1. Retain faculty who bring diversity to our department through high quality mentoring and fostering of their professional development.

Tactic: Periodically assess the job satisfaction and mentoring needs of diverse faculty.

Benchmarks and progress: The 2014 Climate Survey provides some relevant data for this tactic, and suggests some problem areas where we can focus work to bring about improvements.

Objective 2. After a faculty search is approved, increase the number of individuals from under-represented groups at each stage of the faculty recruitment and selection process.

Tactic: Several listed under this objective.

Benchmarks and progress: A diversity advocate was involved in our most recent departmental search (2013-2014), and the search resulted in a diverse short list and candidate interview list (for the latter, an African-American man and an Asian-American man were among the four candidates we interviewed). Discussions related to the Diversity Council and Diversity Plan in the Department were raised with the candidates during the interview process.

Objective 4. During periods between searches, increase Department visibility in settings that develop diverse future faculty.

Tactic: Several listed under this objective.

Benchmarks and progress: Students and faculty participated in diversity-related research conferences this past year, and we are beginning to make connections with minority-serving institutions related to recruitment. We will begin documenting our contacts and efforts to produce collaborative links with faculty and graduate students / postdocs at these institutions.

## **Goal 3 Subcommittee**

Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students

*Jenn Bolden, Todd Freeberg, Cecile Gadson, Jess Hay, Jioni Lewis, Rajan Mahadevan*

The main focus of the efforts of Diversity Sub-Committee 3 has been to continue to identify ways to attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students. To this end, in January 2015 the College of Arts and Sciences requested that each department submit a Diversity Recruitment Incentives for Variety and Excellence (DRIVE) plan. We submitted a plan for our four graduate program areas (Clinical PhD, Counseling

PhD, Experimental MA, Experimental PhD) to increase diversity of strong candidates in our applicant and graduate student pool. Below, we highlight the main components of our plan in addition to the progress we have made in each area during the 2014 – 2015 academic year:

- (1) Faculty Pipeline Initiative - We will establish contacts and relationships with Historically Black Colleges and Universities, Hispanic-serving colleges or universities, American Indian-serving institutions, Asian-serving institutions, and other institutions serving a large number of students of color.
- (2) Social Networking - We will encourage faculty members to make personal contacts with those in their professional networks to increase applications of diverse and strong students, and will document our completion of this. As one example, the Director of the Clinical program recently attended the January 2015 meeting of Council of University Directors of Clinical Psychology and met with diverse students interested in graduate school. In addition, in March 2015, the Director of the Counseling program attended a counseling psychology training directors meeting and presented about the Counseling Program scientist-practitioner-advocate training model.
- (3) Attend Diversity Related Conferences - Increase faculty representation at conferences and trainings related to diversity. As one example, counseling program faculty members and graduate students attended the 2015 National Multicultural Conference and Summit in Atlanta, GA, where they gave presentations and served on panels. In addition, a faculty member and some graduate students will also be presenting at the Association of Black Psychologists conference in July.
- (4) Facilitate Research Experiences for Diverse Students - We will develop a plan for paid or unpaid placements in labs, with the dual aims of increasing the number or type of such research assistant positions and increasing recruitment of research assistants from diverse backgrounds. For example, some underrepresented students from the Educational Advancement Program have been recruited to work in research labs this semester.
- (5) Revise the Departmental Website with the Aim of Increasing Recruitment of the Most Qualified Diverse Students - Continued development and maintenance of web resources targeted at recruitment and retention of highly qualified and diverse students (a diversity section was added in 2013-2014 academic year). For example, this year we included information about diversity related conferences and also added diversity in representation of groups of students in photos on the website. Additionally, we will add student perspectives on the website.
- (6) Diversity Advocacy in Yearly Review of Graduate Student Applicant Pools - We will have representatives of the Diversity Council, or faculty member volunteers not on the Diversity Council, review the applicants in each of our four programs to advocate for increased diversity among our highly qualified Visiting Day invitee pool and for increased diversity of students in our incoming classes.
- (7) Diversity Council Presentation in Departmental Visiting Day for Prospective Graduate Students – Students from the Diversity Council made a presentation about our work to the prospective graduate students. They also discussed the importance of diversity to prospective students in their program-specific meetings on Visiting Day.
- (8) Systematic Assessment of Progress in Yearly Applicant Pool Diversity - We began collecting data on demographics from applicants, applicants who were invited for interviews, and those who were offered admission. Statistics compiled from these data will provide metrics that will help us continue to refine our efforts. We have included the diversity data for each program area below for 2015.
  - a. Clinical – 2 out of 29 underrepresented students invited to Visiting Day; 10 offers extended (8 White students and 2 unknown ethnic background); 6 accepted (all White students).
  - b. Counseling – 6 out of 28 underrepresented students invited to Visiting Day; 7 offers were extended (3 White and 4 Black students); 5 accepted (3 White and 2 Black students).
  - c. Experimental – 5 out of 13 underrepresented students invited to Visiting Day; 9 offers were extended (7 White and 2 people of color); 5 accepted (4 White and 1 Black student).

- (9) Colloquia and Faculty Meeting Discussions / Presentations on Diversity - Each year the Department will host presentations on diversity and admissions in Departmental colloquia and in faculty meetings. We already have spoken with Dr. Ruth Darling's office about this, and she and Dr. Anton Reese from the Student Success Center are scheduled to discuss these issues in our Psychology 515 Colloquium series on Friday 30 January 2015.
- (10) Attend Yearly Workshop on Graduate Recruitment and Retention - All three of our program directors (Todd Moore: Clinical; Jake Levy: Counseling; and Todd Freeberg: Experimental) attended the 17 November 2014 workshop. Going forward, our Departmental leadership will continue to participate in these workshops.
- (11) Attend Yearly Diversity Workshops and Training Sessions - Our Diversity Council members, and other departmental faculty, staff, and students participated in UTK's diversity-related initiatives, such as the Fall 2014 Diversity Summit.
- (12) Educational Advancement Program (EAP) Participation – We held an EAP meeting with undergraduate students from diverse backgrounds to foster their academic experience and progress toward graduate programs and other careers in psychology. Forms will be developed to obtain feedback from these students that help us continue to assess and develop the effectiveness of these meetings. Finally, one faculty member (Todd Freeberg) and one of his graduate students (Brittany Coppinger) are working with an EAP undergraduate participant on a summer 2015 research project.

#### **Goal 4 Subcommittee**

Ensure that curricular requirements reflect the Department's commitment to diversity and social justice

*Jenn Bolden, Cecile Gadson, Patrick Grzanka, Rajan Mahadevan, Michael Oliver*

A diversity-related resource guide was created to assist faculty in including diversity components into course content (see Diversity Resources for Psychology Courses). The guide contains citations for diversity-related articles, online resources, and book chapters. Instructors are encouraged to review the guide when designing/updating courses (Goal 4 - Benchmark 1). The guide will be posted on the Diversity & Climate section of the department's website.

Multicultural Psychology was offered this academic year and additional courses were developed on diversity-related topics (e.g., intergroup dialogue course). A multicultural requirement was added to requirements for psychology majors (Individual Differences and Human Diversity requirement). The following undergraduate and graduate courses were offered this academic year:

##### Undergraduate Courses

- PSYC 415: Psychology of Religion
- PSYC 434: Psychology of Gender
- PSYC 435: Multicultural Psychology
- PSYC 482: Special Topics - African American Psychology
- PSYC 482: Special Topics - Psychology of Prejudice

##### Graduate Courses

- PSYC 515: Social Justice Colloquium
- PSYC 577: Multicultural Psychology
- PSYC 674: Practicum in Social Justice Advocacy I
- PSYC 674: Practicum in Social Justice Advocacy II
- PSYC 675: Advanced Group Methods (Intergroup Dialogues)
- PSYC 601: Special Topics – Psychology of Prejudice

Eight students studied abroad this academic year and 47 students have submitted applications (Note: 28 psychology majors completed the program in AY2012 and 28 psychology majors completed the

program in AY 2013, see attachment). The DC will host a reception/interest meeting for undergraduate students in Fall 2015 to increase the number of students participating in the Study Abroad Program (Goal 4 – Benchmark 3).

The following diversity-related presentations were provided this academic year (Goal 4 -Benchmark 5):

Joe Miles, Health Equity (in 515) -- Fall 2014  
EAP undergraduates in psychology -- Fall 2014  
Patrick Grzanka, Sexual orientation beliefs, SBRG -- Fall 2014  
Lettie Flores, Therapy with LGBT Clients -- Fall 2014  
Day of Dialogue -- Fall 2014  
Psychology supported PRIDE Week -- Fall 2014  
Ruth Fassinger, Diverse Women in Leadership -- Spring 2015  
Helen Neville, Colorblind Racial Ideology -- Spring 2015

A Diversity Research Award was established for a student planning to present diversity related research at a conference (Goal 4 - Benchmark 6).

The DC assessed publications and presentations related to diversity, and attendance at multicultural or minority-oriented conferences during the Spring 2015 semester (Goal 4 -Benchmark 7). The DC will use these data to set Departmental goals for increasing numbers of diversity related projects by students and determine whether the Diversity Award is meeting the goal of providing an incentive to students (Goal 4-Benchmarks 7 and 8).

DC student representatives met both the Clinical and Counseling program directors to discuss populations served by field placement and practicum sites (Goal 4 - Benchmark 9). The committee would like assess whether students are providing services to diverse populations, determine populations with whom are students are not working, and develop new relationships with sites that might meet these needs (Goal 4 - Benchmark 10).

### **Recommendations:**

1. We recommend that all syllabi include the Department's Mission Statement in Fall 2015 (Goal 4 - Benchmark 1)
  - a. Department Mission Statement: The faculty, students, and staff of the University of Tennessee's Department of Psychology view diversity, multiculturalism, and social justice as fundamental ethical, societal, and scientific values. To foster outstanding research, scholarship, and psychological practice, and to be citizens able to work, excel, and lead in an increasingly multicultural and global society, we must be inclusive and diverse. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status.
2. We recommend that faculty, staff, and students apply for Ready for the World funding (Goal 4 - Benchmark 4).
3. To mirror the assessment process for Counseling students, we recommend that the following questions are added to the evaluation form for clinical supervisors (Goal 4 -Benchmark 10):
  - a. My supervisor helped me learn how to provide counseling services to culturally different persons. (rated on 1-5 Likert scale)

- b. I felt like my supervisor was competent in multicultural issues. (rated on 1-5 Likert scale)
4. We recommend that Clinical and Counseling graduate students applying for internship submit a copy of their APPIC Application (“Additional Information about Practicum Experience” section, pages 10 & 11). Training directors should encourage students to share this information with the DC (Goal 4 - Benchmark 9). The DC will use this information to determine whether students are providing services to diverse populations, determine populations with whom are students are not working, and develop new relationships with sites that might meet these needs (Goal 4 - Benchmark 10).
  5. We recommend that the DC discuss ways of assessing diversity-related benchmarks for the Experimental program.

### **Goal 5 Subcommittee**

#### Prepare graduate students to become teachers, researchers, and clinicians in a diverse world

*Derek Hopko, Alex Khaddouma, Ralph Lydic*

Objective 1: Increase students’ abilities to effectively interact and work with individuals from diverse backgrounds. Strategy 4: Prepare graduate students in Departmental teaching course via lecture presentation from a diversity perspective.

Benchmark: Obtain favorable evaluation of lecture presentation taught by graduate students from Undergraduate Program Director.

Progress: Suggested to change strategy to “Prepare graduate students to effectively interact and work with individuals from diverse backgrounds in instructional settings, including teaching, advising, and mentoring roles” by Director of Undergraduate Studies in Department of Psychology. Current graduate students receive training in diversity issues in teaching through PSYCH 528, which includes two current diversity-specific lectures titled *Creating an accessible, diversity affirming classroom environment* and *Beyond the basic discussion: (Potentially) difficult dialogues* with associated readings and discussion assignments. In addition, the Department of Psychology includes a required month-long 2-credit workshop in late August for beginning Teaching Assistants that includes diversity-relating teaching objectives, including *Consolidated important skills for teaching effectively in diverse classrooms*, lecture evaluations with *attention to issues of diversity and inclusiveness* as a criteria of performance, and several diversity-specific lectures including *Creating a welcoming environment for all students in a diverse classroom* and *Handling controversial issues in class*. DC is currently collaborating with Director of Undergraduate Studies to include diversity-related teaching criteria into evaluations of classroom teaching so that such information may be assessed in the future. In addition, DC is currently discussing implementation of an open-ended diversity-related question prompt in the annual teaching award nomination form and developing a diversity-related assessment survey of undergraduate experience within the Department of Psychology.

Objective 2: Integrate intercultural perspectives into weekly departmental colloquium series and lectures. Strategy 1: Integrate intercultural perspectives into weekly Departmental colloquium series and lectures.

Benchmark: Integrate intercultural perspectives into weekly Departmental colloquium series / lectures.

Progress: Fall 2014 colloquium series included two diversity-specific talk titled “*Health Disparities*” which was hosted by Joe Miles (Department of Psychology) and “*Day of Dialogue*”, which was hosted by Jioni Lewis (Department of Psychology). Spring 2015 colloquium series included one diversity-specific talk titled “*Diversity and student success*” which was hosted by Ruth Darling

(Assistant Provost for Student Success) and Anton Reese (Executive Director of the Student Success Center).

### **Goal 6 Subcommittee**

Develop and strengthen departmental partnerships with diverse communities on local, state, national, and international levels

*Deb Baldwin, Patrick Grzanka, Mary Ellen Hunsberger, Joe Miles*

Strategy 3: “Facilitate increased involvement with community, national, and international organizations to develop and build upon programmatic research that addresses diversity issues in psychology.”

Benchmarks: “Assess number of faculty, staff, and students networking with community, national, and international organizations currently.”

Progress: Survey data were collected from faculty, staff, and students during the spring 2015 semester (Month of March). This survey contained 4-items asking respondents to list the diversity related organizations they were involved in during the 2014 calendar year. Preliminary results stemmed from completion of the survey by 15 faculty, 6 staff, and 21 graduate students.

Diversity Involvement listed by respondents included: Safe Zone; APA Divison 35 (Women); APA Division 44 (LGBT); VA Clinic Work; Zeta Phi Beta Sorority, Inc.; Global SEEDs-work with Muslim refugees; Commission for LGBT

We conclude briefly by borrowing a couple of sentences from the first Diversity Council Report (2012-2013). “We are very proud of the document we created [the Department’s Diversity Plan], and of the work we started this year. We emphasize the word *started*, because we are aware of how much remains to be accomplished.” The Diversity Council started and completed a great deal of work this past year, but we are aware of – and are motivated by – how much remains for us to do.

Respectfully submitted: Department of Psychology Diversity Council

Deb Baldwin, Jenn Bolden, Cecile Gadson, Todd Freeberg, Patrick Grzanka, Jess Hay, Derek Hopko, Mary Ellen Hunsberger, Anastasia Kerr-German, Alex Khaddouma, Jioni Lewis, Ralph Lydic, Jenny Macfie, Rajan Mahadevan, Joe Miles, Jerika Norona, Connie Ogle, Michael Oliver, Alex Romano