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# *APA Presidential Task Force on Enhancing Diversity*

## Final Report

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## ***Charge to the Task Force on Enhancing Diversity***

To develop a report with recommendations for APA action on:

- Increasing APA's welcomeness to diverse groups
- Developing a conceptual model for reconciling differences between diverse groups

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\*Dr. Haldeman was unable to attend the Task Force's meeting; Dr. Greene attended in his place.

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<sup>1</sup> Biosketches of the task force members are provided in Appendix A.

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# Final Report of the Task Force on Enhancing Diversity (TFED)

## Preface

The following is a statement by 2005 APA President Ronald F. Levant, EdD, MBA, ABPP, of his vision in creating this Presidential Task Force on Enhancing Diversity Within APA.

I applaud the American Psychological Association's efforts to attract ethnic minority psychologists, notably through its Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) and through other actions within the APA governance and central offices directed at other dimensions of diversity. Nevertheless, I believe that we are not doing everything we can to make APA a comfortable place for psychologists who are members of marginalized minority groups. As a White heterosexual able-bodied male, I understand that to make APA more welcoming to marginalized minorities, some resources may have to be reallocated, which may be perceived as threatening to members of the dominant majority group. However, I believe that it is in the interest of everyone—the majority and the minorities—to address this problem. By taking effective action to welcome diverse groups, APA's reputation as a welcoming place will grow, and that will lead to attracting and retaining more members. Furthermore, this will enable APA to evolve to more accurately reflect the changing demographics in American society. Moreover, by APA's becoming more welcoming and bringing in more diverse members, the level of creativity and productivity will increase because our deliberations will be enriched by having the

benefit of multiple perspectives. Thus, APA will better serve marginalized groups in its clinical, research, education, and training capacities.

I have appointed former APA President Richard M. Suinn, PhD, to chair a task force composed of APA leaders with expertise in a number of dimensions of diversity, including ethnicity, race, disability status, sexual orientation, aging, religion, and gender. The charge of the Task Force on Enhancing Diversity (TFED) was to develop a

report with recommendations for APA action in these two areas: Increasing the sense of being welcome in APA for marginalized minorities, and developing a conceptual model for how to reconcile differences when they occur among diverse groups.

I have chosen as the first goal of this task force developing recommendations for how APA

can increase the sense of being welcome in APA for marginalized minorities because I have had numerous experiences over many years in APA wherein a lack of sensitivity or downright rudeness was in evidence in interactions between members of dominant groups and minorities (based on all of the dimensions of diversity, including race, ethnicity, culture, gender, sexual orientation, age, and disability status) at the interpersonal or small informal group level all the way up to the formal organizational level (e.g., the Council of Representatives). I think this constitutes institutionalized racism, sexism, heterosexism, ageism, and able-bodyism (and other

*"...I have had numerous experiences over many years in APA wherein a lack of sensitivity or downright rudeness was in evidence in interactions between members of dominant groups and minorities..."*

biases against those with disabilities), which flies in the face of the mission of APA, which is to "advance psychology as a science and a profession, and as a means of promoting health, education, and human welfare." I have asked that the task force document the marginalization of minorities in APA and develop a plan to at least enable APA to act upon its own stated mission by mainstreaming all of its members. I anticipate that this plan would be presented for adoption by the APA Council of Representatives with a plan for implementation by all aspects of our association.

I have chosen as the second goal of this task force developing a conceptual model and processes for how to reconcile differences when they occur among diverse groups. This goal derives partly from my recognition of the consequences when APA's majority culture fails to address the groups that are marginalized within APA—a major consequence is conflict between the majority and the marginalized. Some examples will be identified later in this report. Such conflicts may be overt or covert, intentional or unintentional. However, conflict situations do not simply occur between the majority and the marginalized. Conflicts can also occur among marginalized groups themselves. I think it is especially unfortunate when members of marginalized and oppressed groups in society conflict with each other, rather than collaborate on addressing the marginalization and oppression of all groups in our society.

When I think of examples of this, I have in mind conflicts such as occurred between feminist women and African Americans during the O. J. Simpson double murder trial, or that happened

at the National Multicultural Summit between an African American male minister and a lesbian. These conflicts between majority and marginalized groups or among marginalized groups are, of course, not unique to psychology, but run throughout our society. As psychologists we can provide conceptual models, applied practices, and leadership for how these conflicts can be dealt with in our profession and in society. As an example of a conceptual model (and by no means the only one), I have developed the "General Role Strain Model," which articulates the process whereby social roles, imbedded in power hierarchies and communicated by ideologies, create strain for marginalized

subgroups within our society.

This model can be applied to various dimensions of diversity, such as race/ethnicity, gender role, sexual orientation, social class, age, and disability (Levant, 2003).

As an example of an applied practice, interest-based bargaining has been used to mediate conflicts between APA divisions and state, provincial, and

territorial psychological associations regarding their relative representation on the APA Council of Representatives. Interest-based bargaining enabled the development of the "wild-card" plan for determining representation on Council.

With regard to leadership, APA's *Multicultural Guidelines* (2003) state that: "Psychologists are in a position to provide leadership as agents of prosocial change, advocacy, and social justice, thereby promoting societal understanding, affirmation, and appreciation of multiculturalism against the damaging effects of individual, institutional, and societal racism, prejudice, and all forms of oppression based on stereotyping and discrimination" (p. 382).

*"It is my vision that the task force will provide a foundation that documents and illustrates issues within APA regarding marginalization."*



## Introduction

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It is my vision that the task force will provide a foundation that documents and illustrates issues within APA regarding marginalization. It is also my goal that the task force members, as persons with multiple areas of expertise, help us to straightforwardly confront examples of how APA can be and is "unwelcoming," and offer ways that will enable all parts of APA to progress toward true integration of all members for mutual enrichment. I also ask that all members within our association, all parts of our governance, all members of our Central Office accept responsibility for implementation of the aspirations and recommendations from the task force so we can truly accomplish the mission of APA.

### **Overview of the Task Force and Its Report**

The American Psychological Association (APA) Presidential Task Force on Enhancing Diversity (TFED) was constituted by persons who were representatives and possessed expert knowledge of at least one defined marginalized constituency. Task force members were expected to bring to task force deliberations the concerns and experiences of marginalization of their constituency including, but not limited to, the constituencies of: African Americans, American Indians, Asian Americans/Pacific Islanders, Hispanics/Latinas/Latinos, persons with disabilities, older persons, gay/lesbian/bisexual/transgender persons, Muslims/marginalized religions, and women.

The task force was funded to have one meeting, which took place in San Diego, CA, January 13-16, 2005. The work at this meeting was preceded and followed by a number of structured assignments, which members completed by electronic mail. A draft report was written and distributed for review at the Spring 2005 APA consolidated boards/committees meeting where feedback was received at an open forum and governance groups were invited to send additional feedback in writing. For those APA boards and committees not in attendance at that meeting, copies of the draft report were provided to staff liaisons for distribution to these governance units.

All comments received from governance groups were compiled by the task force's staff liaisons and forwarded to the task force chair, who coordinated the drafting of appropriate responses to each comment and the related revision of the task force report. The TFED staff liaisons subsequently added these responses to the compiled comments, and edited and formatted the revised TFED report and its accompanying resolution. The revised report (including its

prioritized recommendations) and resolution along with the Summaries of Comments and Responses documents subsequently were forwarded to all APA governance groups for a second round of review and comments. Comments from this second round of feedback were then reviewed, and again appropriate responses were developed and integrated into the final draft of the TFED report, its recommendations, and the Resolution on Diversity.<sup>2</sup>

This report seeks to respond affirmatively to the task force's charge and addresses the following issues and concerns.

- Describes the past history and current record of diversity in APA
- Identifies change toward greater organizational diversity/inclusion as the report's overarching concern and articulates major principles that can guide change within APA
- Identifies specific benefits that are expected to be associated with change and that should be expected to accrue to APA, its majority group members, and its minority group members
- Describes aspects of APA that were identified by TFED members based on their expertise as frequently perceived and/or experienced as "unwelcoming" by various marginalized groups
- Describes various conceptual models for effecting changes within APA
- Presents specific recommendations for effecting change within APA that will make it more welcoming
- Describes specific models for conceptualizing change

- Provides references related to the report's findings/recommendations.

This final report also incorporates suggestions received from those boards and committees that reviewed the prior two drafts.

### **A Caveat on Diversity and Science**

A reader might consider the *TFED Final Report* as interesting, as it reflects some people's observations, but too irrelevant to be seriously considered by the association. Such a person may argue that APA has made great strides toward being a model of acceptance of all groups, and that there are several concrete examples of such goodwill. Perhaps most telling, this person might well ask, "This is all well and good, but the observations are no more than perceptions, and the members of APA have already dedicated themselves to being welcoming to all its members, whether from marginalized groups or not. If the task force claims that such a well-intentioned, conscious commitment is insufficient, then where is the science that supports this claim?"

From the very beginning, this *TFED Final Report* accepts the view that APA members do not intentionally or consciously practice exclusionary policies. The report also acknowledges that APA has made overt efforts to be attentive to many groups marginalized by society—and a brief review of such efforts is presented in a later section. However, the task force and its focus on APA actually might be viewed as a microcosm of what U.S. President Clinton envisioned when he created his initiative on race. This initiative involved "looking at America through the eyes of others," that is, marginalized groups (*President's Initiative on Race*, 1998, p. 36). The ensuing report to the President "advocated fostering a constructive dialogue on race . . . searching for common values and goals shared by all groups,

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<sup>2</sup> The specific suggestions and the task force's responses are described in two separate documents: "Summary of Comments and Responses to the Draft Report of the APA Task Force on Enhancing Diversity (2005)" and "Summary of Comments and Responses to the 2nd Draft Report of the APA Task Force on Enhancing Diversity (2005)," which are available from the APA Office of Ethnic Minority Affairs.



and developing and institutionalizing promising practices that would allow for equal access and opportunity." (Bingham, Porché-Burke, James, Sue, & Vasquez, 2002, p. 76). The task force wishes to make it known that our attitude is not simply a request for equal access: We want to come to APA to contribute our talents, not to feel out of place; to be of value to APA and its membership, not to take away from anyone. We seek all APA members to be allies with us to serve the association in ways that will be mutually beneficial.

In a similar fashion to that of former President Clinton, APA President Ronald Levant specifically charged the APA task force with providing an honest appraisal of how APA and its members can be very exclusionary and very "unwelcoming," while at the same time be consciously and intentionally dedicated to being inclusive and attentive.

So what evidence is there that people can be simultaneously exclusionary and inclusive? There is in fact hard, empirical evidence that goodwill and good intentions and conscious commitments are insufficient to prevent the occurrence of marginalizing behaviors. Dr. Derald Wing Sue, in his division presidential address, observed that modern racism continues to exist to such a degree as to be considered "normative" (Sue, 2005, p. 106). He was not speaking about dramatic or extreme attitudes or behaviors, but rather the invisible and hidden attitudes among well-meaning, well-intentioned persons who would aggressively disclaim that they are racist—what Dovidio, Gaertner, Kawakami, and Hodson (2002) refer to as "contemporary bias" (p. 89).

*"...empirical evidence that goodwill and good intentions and conscious commitments are insufficient to prevent the occurrence of marginalizing behaviors."*

The *TFED Final Report* is a quiet but firm call for all members of the association and all structures within the association to consider the scientific evidence, and then to re-read the plea of the task force to contribute to APA's being a better place for all people.

Recently, Dovidio et al. (2002) organized an outstanding review of the scientific evidence in an article entitled "Why Can't We Just Get Along? Interpersonal Biases and Interracial Distrust." In this article, evidence from a series of empirical studies makes the point that one's current conscious attitudes do not assure behaving in a non-racist fashion. The authors recognize that "dual attitudes" can and do coexist—more specifically, a past attitude may be replaced by a new, oppositional attitude, yet both continue to remain, and both can influence current behaviors. The authors refer to the older, now unconscious, replaced attitude as "implicit attitude" and the new conscious attitude as "explicit attitude."

They confirmed that a person's past implicit negative or stereotyped attitudes still have the power to influence a well-intentioned person's current judgment and behaviors, such as an individual's spontaneous, nonverbal behaviors intended to convey friendliness. In one study, participants' current, explicit nonracist attitudes were influential in determining deliberative behaviors such as verbal attempts to convey friendliness, but participants' implicit prior racist attitudes still showed up in more subtle, nonverbal behaviors. Among the interesting findings of this scientific research was the greater ability of the ethnic minority

recipient of the covert unconscious negative attitude to be aware of this attitude, compared to the White person in the dyad. In fact, during Black and White dyadic conversation, the Black person could see the interaction as unpleasant, whereas the White person believed that a friendly exchange had taken place. Dovidio et al. conclude that a consequence is severe disruption in communications and ability to mutually problem solve (Dovidio et al., 2004; Dovidio et al., 2002).

So the science is there, and the task force has sought to honestly share its perceptions, with the view that APA as an organization can benefit by implementing the recommendations of this report. Our assumption is that the dynamics identified by Dovidio et al. (2002) are likely to occur in the dyads made up of White persons and persons of other marginalized groups, for example, women, older persons, persons with disabilities, gay/lesbian/bisexual/transgendered persons, and those whose religion may be different. The task force members also truly believe that working to make APA a welcoming place for marginalized groups today will be to the benefit of all APA members tomorrow. We therefore ask that every individual APA member, every APA governance unit, every APA staff member, and every APA directorate commit to the implementation of the recommendations and step forth to be held accountable.

## *The Past History and Current Record of APA and Diversity*

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We have stated several times that APA has made significant efforts to recognize and promote diversity. To set this context, this section offers a brief, selected historical review of APA activities.

### **Where We Have Been**

APA was founded in 1892 by 26 Euro American men. It was not until 1971 that members elected the first ethnic minority person as APA president—Kenneth B. Clark, PhD. Some interest in ethnic issues did occur earlier. In 1963 the APA Board of Directors established the Ad Hoc Committee on Equality of Opportunity in Psychology "to explore the possible problems encountered in training and employment in psychology as a consequence of race" (American Psychological Association, 1963). Five years later, a "petition of concerns to the APA Council of Representatives" was presented raising issues of importance to Black psychologists, including the inadequate representation of Blacks in the APA governance. In 1973, the Vail Conference formed a task group that recommended that APA create an Office and Board of Ethnic Minority Affairs. In 1978, APA and the National Institute of Mental Health (NIMH) sponsored the Dulles Conference on Expanding the Role of Culturally Diverse People in Psychology, which also recommended that APA establish an Office and a Board of Ethnic Minority Affairs. This office was finally established in 1979, and the Board of Ethnic Minority Affairs was approved by a vote of membership in 1980. Meanwhile, in 1986 Logan Wright, PhD, a Native American, was elected APA president—15 years after Kenneth Clark. It was another 13 years before another persons of color was elected to the APA presidency—Richard M. Suinn, PhD, (Holliday & Holmes 2003). Also in 1973, the Committee of Women in Psychology was established after several women conducted a "storming of Council of Representatives" to convey dissatisfaction with the lack of attention to women's issues in the association.

Several APA divisions were formed over the years with a special focus on diverse and marginalized groups: In 1945, Division 20—originally named "the Division on Adulthood and Old Age"; in 1958, Division 22, named initially the "National Council on Psychological Aspects of Disability—a Division of the APA"; in 1973, Division 35, the "Psychology of Women"; in 1976, Division 36, named "Psychologists Interested in Religious Issues"; in 1985, Division 44, "The Society for the Psychological Study of Lesbian and Gay Issues"; and in 1986, the "Society for the Psychological Study of Ethnic Minority Issues."

### **Where We Are Today**

APA has supported diversity in a number of ways that are noticeable today. The current CEO of APA is an ethnic minority person. There is an Office on Aging; a Disability Issues in Psychology Office; an Office of Ethnic Minority Affairs; a Lesbian, Gay, and Bisexual Concerns Office; and a Women's Program Office. There is a Committee on Disability Issues in Psychology; a Committee on Ethnic Minority Affairs; a Committee on Lesbian, Gay, and Bisexual Concerns; a Committee on Aging; and a Committee on Women in Psychology. The previously cited divisions are still in existence and viable. Division 35 publishes *Psychology of Women Quarterly*, and Division 45 publishes *Cultural Diversity and Ethnic Minority Psychology*.

In 1997, APA President Ronald Fox, PhD, organized the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMR-RAT), which continues to have influence through its successor, the CEMRRAT2 Task Force. In 1998, the APA Board of Directors and Council of Representatives set aside \$27,000 emphasizing recruitment and retention activities of ethnic minority psychologists. These funds were increased annually through the year 2004, when the total reached \$100,000. In 1999, funds from

CEMRRAT and the Committee for the Advancement of Professional Practice (CAPP) enabled the establishment of the Committee on State Leaders' Diversity Initiative, which seeks to involve more ethnic minority psychologists in governance and leadership positions in state psychological associations. These funds have supported ethnic minority delegates annually to the APA State Leadership Conference. At least four Diversity Delegates have gone on to be elected presidents at state psychological associations.

In 2001, the APA Council of Representatives (C/R) also set aside funds for travel support for any ethnic minority representatives of divisions or state psychological associations who were elected to the Council for the years 2000–2004. The Council renewed this commitment in 2004 for those elected during 2005–2007. In 2005, diversity training was provided to members of the C/R.

The above offers one context regarding the increasingly positive attitude of APA and its leadership over the years toward diversity. Another perspective can be seen by examining APA participation data. Although the number of women psychologists who join APA has shown an increase (from 45% of the membership in 1995 to 52% in 2004), the percentage of ethnic minority persons has remained constant during the same span (at about 5.5%). The percentage of psychologists over the age of 60 who are members has increased from 16% to 25%. Lesbian, gay, and bisexual members

increased from 3.6% in 1995 to 6.3% in 2004, but it is not known if these numbers are accurate or possibly underreported due to concerns about self-identification (APA Research Office, 2004b). An important context is the diversity picture of the APA governance boards and committees and C/R for 2004. Women comprise 51% of all governance positions (N = 160 of 339); ethnic minorities compose 21% (N = 71); persons over the age of 60 comprise 25% (N = 85); persons with disabilities are 8.6% (N = 29); and lesbian, gay, and bisexual members are 7.7% (N = 26) of governance positions (APA Research Office 2004a). In general, compared to the composition of the overall APA membership, these groups are overrepresented in governance.

*“An important context is the diversity picture of the APA governance boards and committees and C/R for 2004. Women comprise 51% of all governance positions (N = 160 of 339); ethnic minorities compose 21% (N = 71); persons over the age of 60 comprise 25% (N = 85); persons with disabilities are 8.6% (N = 29); and lesbian, gay, and bisexual members are 7.7% (N = 26) of governance positions...”*

A similar picture is seen when looking only at the APA Council of Representatives membership. The percentage of women increased from 40% in 2000 to 47% in 2004; ethnic minorities rose from 7% in 2002 to 20% in 2004; persons with disabilities showed an increase from 2% to 7%, self-identified gay/lesbian/bisexual members increased from 5% to 6%, and members age 61 and older went up from 31% to 34% over the same time period.

When the APA Board of Directors or the position of APA President is examined, the data become inconsistent depending on the year of analyses. For instance there have been only four ethnic minority persons (two males and two females) directly elected to the APA Board of Directors since the establishment of APA to 2005. Of the

111 APA Presidents to date, only 10 have been women and only three have been men of color. In terms of participation in the APA journal editorial process, recent data from the Publications and Communications Board show the rates of ethnic minority participation in 2004 as:

(a) 6.44% of ad hoc reviewers, i.e., 493 ethnic minority reviewers out of a total of 7650; (b) 9.75% of members of editorial boards, i.e., 125 ethnic minorities out of a total of 1282, and (c) 12.21% of associate editors, i.e., 16 out of 131, with the last being more than double the percentage of ethnic minorities in APA membership. When comparing changes from 2000 to 2004, the number of ethnic minorities serving as ad hoc reviewers increased 71%, while ethnic minorities on editorial boards increased by 215%, and ethnic minority associate editors increased by 400%.

Although there had been no ethnic minorities who were editors of APA journals in 2000, in 2004 the number increased to two, one being the CEO as editor of the *American Psychologist*. No data were provided by the Publications and Communications Board related to the participation of other marginalized groups in the editorial process.

Still another type of data is derived from examination of convention programming, journal articles, and awards. Regarding APA convention programs, from 1983–1989, the number of programs on ethnic minority issues hovered around 40–50 programs. It was not until

1991—the year before APA's centennial—that the number reached 100. In 2004, the number dropped to about 82 programs (R. M. Suinn, personal communication, February 2005).<sup>3</sup>

Regarding publications, Arredondo (2005) conducted a 10-year analysis of articles in the *American Psychologist*. She found that less than 8% of publications in that journal addressed cultural and multicultural issues. Regarding APA awards, again for the 10-year period from 1993–2002, Arredondo evaluated the awards given annually by the association.<sup>4</sup> Of 208 recipients, results indicated that only 32.7% were female, and only 18 were ethnic minority psychologists, leading to a ratio of Euro Americans to ethnic minorities of more than 11:1.

Within the above context of APA governance, the trend has been for APA to progressively do more in support of diversity, including increasing the presence of diverse persons in governance. Because the data are not readily available on the total numbers of psychologists from various diverse groups in the nation that could be joining APA, we are unable to determine if the percentage-of-membership figures are representative of the total pool of ethnic minority psychologists. Within the context of publications in the *American Psychologist* and APA awards—at least during the period 1993–2002—the picture may appear less positive. As more detailed reporting of data becomes available, more accurate interpretation of the numbers reported in this report can be made regarding the climate within APA.<sup>5</sup>

<sup>3</sup> These data were counts taken from the APA program books' indices, which classified each program.

<sup>4</sup> The awards evaluated include the Distinguished Scientific Early Career Contributions to Psychology, Distinguished Scientific Contributions, Distinguished Contributions to the Public Interest, Distinguished Career Contributions to Education and Training, Distinguished Contributions to the International Advancement of Psychology, Distinguished Professional Contributions to Public Service, Distinguished Professional Contributions to Knowledge, Distinguished Scientific Applications of Psychology, Distinguished Contributions to Research in Public Policy, Distinguished Contributions to Applied Psychology as Professional Practice, Distinguished Contributions of Applications of Psychology to Education and Training, and International Humanitarian Awards. Also included in the study were the American Psychological Foundation Gold Medal Awards and certain awards for graduate students. For detailed information on the study, contact Dr. Patricia Arredondo at Arizona State University.

<sup>5</sup> A major recommendation of this report is for APA to conduct a climate study (see Recommendation 2).



It also should be acknowledged that several of our task force recommendations have already been addressed by various APA governance groups.<sup>6</sup>

Hence, depending upon the context, these data confirm the view that APA has been evolving as an organization that seeks to be welcoming to diversity, and that there is converging interest across the association regarding the goal of enhancing diversity within APA.

Attitudes have gradually changed from neglect and passive inattention in the very early years of APA, to years where such neglect represented a more active disinterest, to more recent years in which many areas of diversity have been receiving more active attention and support. As attitudes have progressed positively, actions have eventually followed, although not always rapidly or consistently. Leadership has

made a difference, as has the development of an essential mass of concerned APA members, large enough to make change happen. The recommendations of this report are aimed to further enhance APA's progress toward being supportive for diversity.

*“...these data confirm the view that APA has been evolving as an organization that seeks to be welcoming to diversity, and that there is converging interest across the association regarding the goal of enhancing diversity within APA.”*

<sup>6</sup> The Task Force is grateful to the various boards/committees that provided updated information on their activities and accomplishments relevant to our recommendations. For example the Committee on Disability Issues in Psychology (CDIP) shared information on actions related to disability issues: Its guidelines for speakers, its training manual for accreditation site visitors, and nominations of persons with disabilities for governance and awards. Also, CDIP reports that steps are in place for the establishment of a division on disabilities, a grant proposal has been submitted for a barriers/obstacles study, and a newsletter is under development. Similarly, the Publications and Communications Board called attention to its prior development of a database for use in identifying ethnic minority reviewers and also indicated that editors are already authorized to and have included students in the editorial review process. BCA reports that there are already lists of places of worship at the APA information booths.



## Principles of Change

The members of the Task Force on Enhancing Diversity (TFED) quickly recognized that to be effective, this report must lead to change. Any progress that might occur within APA deriving from the work of this Task Force will necessarily involve change of some sort. In recognition of this, the Task Force identified the following Principles of Change.

### **Principle 1: APA's Leadership Role**

APA has demonstrated significant progress toward making APA welcoming for members of various marginalized groups over the last 3 decades. However, we believe that the Association and its members can do more. We are all in a position to reaffirm the values of the American Psychological Association as reflected in our mission statement and in various policies and to provide leadership against the damages of prejudice, stigma, and discrimination against all marginalized groups. Psychology should not reflect the ills of society, but rather, be a model for what society should be—a place where diversity is mainstreamed and where mutual appreciation exists for the contributions of all.

### **Principle 2: Documenting Inclusion Within APA Structures**

A significant step toward integration of diversity within APA is getting diverse groups to the (leadership) table and noting increases in the number of members of marginalized groups who are being invited or elected to sit at the table. We need to examine the numbers of ethnic minority positions in APA governance, the number of persons who are gay/lesbian/bisexual/transgendered on editorial boards, the number of women in leadership roles, etc. These data are becoming

available and should be supported as important indices of APA's progress. However, such numbers are not the end goal, but rather the means to an end. We must also understand how change happens. For example, during the APA's first 80 years, two women held the presidency; in the last 30 years, eight women have been elected. How did that happen? What are the effects of the women's presence as APA president? What difference have they made? These forms of analysis are critical. Counting, however, has its place. The absence of data on certain groups is itself indicative of inattention to certain groups and the relative invisibility of those groups.

*"Psychology should not reflect the ills of society, but rather, be a model for what society should be—a place where diversity is mainstreamed..."*

Further, certain marginalized groups may never yield great numbers within APA (e.g., American Indians, persons with disabilities). Thus, although counting may be a necessary step, it is not a sufficient step. Attention to diversity must be a part of all individuals and entities within APA, and this attention is reflected in more than just numbers.

The doctrine of separate is not equal has been a bedrock of civil rights since the 1954 Supreme Court decision (*Brown v. the Board of Education of Topeka, Kansas*). However, we note that this doctrine does not apply equally to all marginalized groups, especially persons with disabilities, who routinely have separate entrances, seating areas, transportation, drinking fountains, bathrooms, classrooms, procedures, etc. Acceptance of this segregation is a powerful contributor to marginalization of people with disabilities.

<b>Table 1</b> <b>Stages of Change</b>
<b>Stage 1</b> <i>Intolerance/exclusion</i> Absent, ostracized Status quo
<b>Stage 2</b> <i>Tolerance</i> At the table; Allowance for representation First-order change
<b>Stage 3</b> <i>Acceptance</i> Inclusion First-order change
<b>Stage 4</b> <i>Celebration/Collaboration/</i> <i>Mutual Enrichment</i> Beyond inclusion to integration Synergy Leadership roles Mutual enrichment Redefining psychology Second-order change

**Principle 3: Stages of Change**

We recognize change as a process that is difficult, especially when it is imposed on us and when it requires that we examine our own “isms.” It is not our intent to impose change, but to provide impetus and vehicles for real and meaningful change within APA. We have conceptualized the change process in Table 1. This stage model can be applied to both individuals and organizations such as APA. In Stage 1, individuals viewed

as different, are ostracized and not valued. Often, they are absent from committees or groups, precluding representation of diversity. On the other end of the continuum is Stage 4 Celebration/Collaboration/Mutual Enrichment. The behavior at this stage is about collaboration, acceptance of differences, and a willingness to redefine psychology from diverse perspectives.

**Principle 4: Involvement of All APA Entities and Functions**

APA has numerous entities and operations, and evidence of marginalization or being “unwelcoming” may occur in various ways. It will be important to determine if changes need to be studied within the context of each organizational entity. The domains or organizational practices of APA include but are not limited to its: (a) annual convention, (b) divisions, (c) staff activities, (d) governance structure, (e) newsletters, (f) journals, (g) editorships and editorial boards, (h) other publications, (i) accreditation process for programs and internships. The governance structure (i.e., APA’s Council of Representatives, Board of Directors, boards, and committees) can unintentionally perpetuate conflicts and exclusion. In addition, we believe the four directorates (Practice, Education, Public Interest, and Science) are at different places in their trajectory toward greater integration of marginalized groups. Those entities, operations, and structures that have been successful should be commended, and the reasons for their success shared with those still struggling.

**Principle 5: The Importance of Language**

We raise three issues with regard to language:<sup>7</sup> specificity, power, and specialness.

*Specificity* is required to make clear which of the diverse groups is under discussion. For the purposes of this report, “diversity” or

<sup>7</sup> Where persons from international heritage are involved, such persons might associate different connotations or meanings with language terms or behaviors displayed. To be welcoming would require sensitivity to such differences.

"marginalized groups" refers collectively to ethnicity, gender, sexual orientation, disability, religion, and older age.

*Power* refers to the ability of words, whether spoken or written, to convey tremendous emotive content. Although not wanting to insist on political correctness for its own sake, we are cognizant of the different impact of words such as African American or Black, sex or gender, handicapped or disabled, homosexual or gay, etc. We also acknowledge that words can be attached to actions (e.g., derogatory terms associated with violence). Nonetheless, we may err in our judgment of which words to use in this report; we wish to be respectful, and apologize in advance for any misjudgments.

*Specialness* refers to how we often conceptualize the needs of marginalized groups as special or out of the ordinary (e.g., children with "special needs" tend to therefore be placed in special classes). We take issue with this perspective and underscore that integration is not only for the benefit of marginalized groups but for all groups, and that integration is not a special need.

#### **Principle 6: The Significance of History**

We recognize that it is not productive to debate which of the marginalized groups are more marginalized than others. At the same time, we acknowledge that different marginalized groups are at different points in their collective history, their civil rights development, and their roles and recognition within APA. In recognition of these facts, we refer to marginalized groups collectively when possible, and to more specific groups when warranted. Those marginalized groups that have not progressed as far can learn from the histories of other groups, and we make some recommendations based on what has worked for one group and can be more generally applied.

#### **Principle 7: The Public Face of Marginalized Groups**

Both the "lived experience" and the expertise about marginalization are important. We hold as self-evident that persons within a marginalized group have the lived experience and thus possess unique knowledge about their group. This does not deny that persons outside the specific group can be experts and powerful allies, and that they must be a part of—and even leaders of—the process of change. However it is of value to include the voices of persons from the marginalized group under review or inspection. In short, the public face of diversity should itself be diverse.

#### **Principle 8: Responsibility**

The Preface to this report calls on each entity and individual within APA to take responsibility for the enactment of this report's recommendations. Everyone shares in this responsibility, and likewise is part of the history of "unwelcoming" acts and atmosphere. Nonetheless, we do not mean to place blame or undue responsibility in the hands of any single person or persons. Unconscious prejudice and discrimination occur for every single one of us, whether we are members of majority groups or marginalized groups.

#### **Principle 9: The Aftermath of Change: Backlash, Private Dialogues, and Mutual Benefits**

We recognize that change in APA's efforts to promote diversity often evokes a backlash, both public and private, and it is possible that this report may evoke such a reaction. That is, there are private dialogues, from which persons from marginalized groups are excluded, that undermine diverse representation and inclusion. We recognize that individuals struggle with change that is uncomfortable. In addition, there are public examples of backlash, found in letters to the editor of the *APA Monitor on Psychology*, threatened

resignations from the APA, etc. We can only continue to try to point to the mutual benefits for all when second-order changes occur, such as described in the model in Principle 3. In addition, we can continue to work to confront the private dialogue that we understand exists. Where backlash exists, we seek reconciliation and movement toward mutual understanding with all our APA colleagues.

**Principle 10: Allowance for Mistakes**

One of the consequences of perceived backlash and other related reactions is that some persons from marginalized groups experience pressure to perform perfectly. These persons are under the microscope and do not enjoy the benefit of the doubt as do others not from marginalized groups. We must proceed with the unambivalent belief in our capabilities to rise to the occasion, and forgive mistakes and imperfections in ourselves as much as we do for others.

*“There are private dialogues, from which persons from marginalized groups are excluded, that undermine diverse representation and inclusion.”*

## The Benefits of Change

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A major viewpoint of the Task Force for Enhancing Diversity, which is emphasized by President Ronald Levant in his Preface, is that changing APA to be more welcoming benefits not only marginalized groups, but APA itself. The next sections identify the specific forms of value-added benefits that would be expected to accrue to APA as an organization of majority members, but also the specific benefits that would accrue to its marginalized groups.

### Benefits to APA and Majority Group Members

Making changes toward inclusiveness can have benefits for APA and for majority group members. Some examples are listed below.

- Overall APA membership would increase as individuals who previously felt unwelcomed see APA reaching out and recognizing their needs and interests. New membership, renewal of memberships, lower resignation rates could all occur as APA shows its broader appeal. Financial gains will accrue through dues, attendance at conventions, journal and book subscriptions, and even potential donations and bequests.
- Attention to diverse people with diverse needs can stimulate new approaches that benefit all peoples. For instance, when awareness about differences in learning styles occurs, new approaches to teaching are developed, and such new approaches can enhance the education of majority students. Data from the University of Michigan has confirmed that the presence of ethnic minority students led to improving the development of majority students. Women's involvement in nontraditional fields led to innovations. For example, Lillian Moller Gilbreth (1878-1972)—engineer,

management consultant, psychologist, and professor—focused her attention on domestic engineering and helped design modern kitchens to make housework more efficient. She also adapted and developed devices and techniques for persons with disabilities

- As the nation's demographics continue to change, all members of APA eventually will be coming into regular contact with members of marginalized groups. By increasing exposure to diversity within APA and striving for inclusiveness, members in the current mainstream of APA would strengthen their competencies and ability to work with a diverse national population that is growing rapidly in numbers and strength.
- By increasing the number of diverse APA members, including in various leadership roles, APA would enable such members to provide new perspectives and beliefs that are useful in the expansion of professional and scientific skills for all members.
- By being inclusive rather than exclusive in its approach, APA can develop resources directly relevant to diverse groups, including resources for working with women or persons with disabilities or from different cultures or diverse religious beliefs. Such resources can then be the foundation for growth of training programs, internships, and postdoctoral training sites as such programs and sites begin to expand culturally competent training derived from APA resources.
- Fully embracing diversity would make *Psychology* more available to a broader audience, facilitate the enrichment of society, and would form the next logical evolutionary step for the field. It also would increase the



opportunities to promote the mission of APA, to make psychology a household word, to give psychology away, and to contribute to improving the human condition. By actively engaging in promoting social justice and prosocial behaviors, APA and its members can experience increased professional pride in such leadership.

- Attending to marginalized groups would enhance the international visibility of APA and may increase international participation in APA-sponsored events, including conferences, conventions, and publications.

### **Benefits to Currently Marginalized Groups**

Making changes toward inclusiveness can have benefits for marginalized group members. Some examples are listed below.

- Opportunities would be enhanced for increased representation in training and participation in APA governance, thereby empowering members of marginalized groups who previously have had limited opportunities in the arena of organized psychology.
- Students of the next generation representing these groups would feel more welcomed into the field, and thereby expand their involvement in advancing psychology.
- Attracting diverse students today is important to preparing candidates for the leadership roles in the APA of tomorrow.
- Those members of the national ethnic minority psychological associations (i.e., Association of Black Psychologists, Asian American Psychological Association, National Latina/(o) Psychological Association, Society

of Indian Psychologists) who may not currently view APA as relevant, may feel more welcomed and join APA, bringing fresh, new perspectives and increasing the cross-fertilization of ideas and professional practices among groups.



## *The Need for Change: APA as an "Unwelcoming" Environment*

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The Task Force could have focused solely on recognizing the efforts and achievements within the association to promote a welcoming environment and proceeded to suggesting recommendations for further future progress in this direction. However, President Levant's own initial comments briefly cite his view that APA still shows evidence of being unwelcoming. Further he charged the Task Force with discussing specific ways in which groups are marginalized. Hence the Task Force allocated time during its meeting to make more specific how marginalization might appear. Concrete illustrations were therefore identified and appear in the sections to follow. The Task Force acknowledges that these experiences that convey an unwelcome environment might not appear in all contexts or for all persons in their individual environments. Further, some sources of the experiences may not be under the direct immediate control of APA groups. However, by listing examples and suggesting remedies, the Task Force is hopeful that the increased sensitivity this brings will foster a climate that can even further the nature of welcoming that APA has achieved to date.

The previously described data in the sections "Where We Have Been . . . Where We Are Today" offer some confirmation that APA has achieved significant progress toward being overtly supportive to some aspects of diversity. The following is therefore written in anticipation that APA will continue and extend such momentum. Sometimes progress is slowed because individuals or groups assume that everything that has to be done is already done based on prior accomplishments. What may be readily

overlooked are other elements essential for true mainstreaming, true integration, and true collaboration of interests. While recognizing the progress made within APA, this section shares observations suggesting that APA has more work ahead to be a comprehensively welcoming body.

### **Inclusiveness, Exclusiveness, and Marginality in Psychology**

Despite its progress toward being a more inclusive organization, APA is still perceived by some members of marginalized groups as "unwelcoming." As marginalized groups and their members differ in their characteristics, needs, and levels of representation and involvement, APA may be perceived differently by different groups and their members. We acknowledge that not all marginalized groups are marginalized equally or in the same manner. However, the task force members and President Levant observed sufficient consistent evidence of unwelcomeness and marginalization within APA to indicate the need for these topics to be confronted rather than denied.<sup>8</sup>

In spite of a visible presence of many marginalized group members, APA is still primarily representative of the dominant group in our society and its worldview. If APA's dominant group were to be identified, it would overwhelmingly include persons who are Euro American, upper middle class, able-bodied, and Judeo-Christian in belief and/or perspective. Among leadership positions, the dominant gender is still typically male. Decision making is still a process that is primarily in the hands of dominant-group members. The results are

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<sup>8</sup> There may be some dispute regarding whether the TFED report provides convincing evidence that APA has been unwelcoming. The report's section "The Past History and Current Record of APA and Diversity" presents data that can be interpreted to suggest an environment that has at the least been slow in opening itself to marginalized groups. In addition, the presidentially appointed task force is constituted by members of APA with experience in marginalized groups, direct contact with other persons belonging to such groups, and experiences within APA and governance. TFED members also include scientists and practitioners whose professional activities involve topics within the report. Hence their perceptions should carry some validity. In fact the perception of APA being unwelcoming to marginalized groups was strong enough as to have motivated APA President Levant to form the task force. A major recommendation proposed by TFED is the conduct of a climate survey, which could provide clarity regarding how widespread the perception of APA's being unwelcoming is. Regardless, the TFED recommendations address the goal of enabling APA to enhance its diversity and be more welcoming—a goal with its own singular value.

decisions that consciously or unconsciously establish standards, methods of inquiry, intellectual paradigms, performance criteria, and policies that view dominant-group behavior and values as normative. The majority society's definition of heterosexual orientation as normative is one example.

Consequently, strengths, contributions, competencies, needs, and interests of smaller and/or marginalized groups may not be recognized. This failure to include marginalized groups in decisions, such as the design of methods of inquiry, is consistent with the dominant epistemology, which is linear, controlled, and quantitative. By using the norms of the dominant group, the behaviors of marginalized groups tend to be interpreted as pathological (because of not fitting the "norm"), or in ways that blame the victim, or as deficit-oriented. In other words, psychology continues to typically view differences, disabilities, and diversities as problematic. In addition, the subjective influences of the White majority culture on the scientific domain are ignored or denied.

As a result, initiatives such as the *APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* are viewed as though they are relevant perhaps to psychological practice but not to psychological science, because practice involves service delivery to marginalized persons, while scientific methodology/research design/statistical methods are "universal" and "culture free." The influences of culture and worldviews on research paradigms, decisions about methodologies, data collection, and interpretation of data are both denied and ignored.

The dominant epistemology, culture, and worldview may also influence interpersonal, intergroup, and organizational behaviors involving marginalized group members. For example:

- Rules for appropriate social behavior and interaction in the dominant group are based on Western standards, which are then used to interpret behaviors, such as the lack of eye contact, expression of emotions, or even physical distancing. Thus, using only the Western definition of norms, an observer would fail to understand the respect that no eye contact represents in some cultures, even though it could mean disrespect in the Western environment. Also, whereas emotional expressiveness might be interpreted as aggressiveness in one culture, the same behaviors can communicate engagement and involvement in another culture. Physical distance/proximity to another person of the same/opposite sex might follow rules for "normal" distance in one culture that are quite different from the rules in another culture. Finally, a Western culture will measure success by the achievement of individuality and independence, yet in other world cultures, interdependency is considered essential, and group connectedness is valued.
- The Western worldview facilitates a disposition toward gatekeeping as a process designed to operate in ways that keep people out rather than inviting them in with a spirit of mutual enrichment. In contrast, the spirit of mutual enrichment assumes that diverse people can make diverse contributions. Their diverse contributions create the opportunity to generate and entertain a wider range of potential solutions to problems. For example, blind students may be rejected for admission to graduate programs if the training requires the administration and interpretation of tests that require being sighted. But if a spirit of collaboration and inclusiveness is adopted, the focus shifts to determining how the student can be included rather than excluded, and

what conditions can be changed to enable the student to perform successfully. One potential solution might include having someone else administer and interpret the tests and report the findings, while the blind student integrates the data and uses the materials in counseling or consulting. In fact, many professional psychologists, not just those who are blind, do not directly engage in test administration and interpretation.

- Another example involves the use of tests of all kinds as a gatekeeping function. Many have held the expectation that women cannot perform psychology's scientific endeavors well because they have less aptitude in the associated subject matters and procedures. The measure of aptitude and the distribution of scores on IQ, GREs, etc., are to a large extent, a matter of how the tests are constructed. Women and men do perform differently on various questions, but the overall score depends on the balance of questions in the particular test. For example, there are many different IQ tests, on which women originally scored higher than men, but these have been adjusted to eliminate any female superiority. As psychologists, we know that aptitude tests are not as independent of past experience and social position as is often claimed (Rogers, 2001).
- When dominant cultural views prevail, members of marginalized groups can be pigeonholed or viewed only as a representative of a single characteristic, such as their race/ethnicity, gender, sexual orientation, physical characteristic, age, or religious orientation. Or alternatively, those characteristics that form the basis for their marginalized status are completely ignored. This can occur in regard to both the conceptual paradigms that govern research

and the participation of diverse people in APA governance. Most people, including marginalized individuals, have more than one identity that is salient to them. These identities may or may not be the ones most salient to dominant-group members. In fact, the members of marginalized groups hold multiple identities and competencies, some of which are derived from creating adaptive survival strategies as a marginalized person.

- Ethnic minority members tend to be considered by nominating bodies only when the search is for a "minority person," and that person is then expected to be the expert on ethnic minority issues. But this person may simultaneously be an expert in neuropsychology and not simply with regard to ethnic minority persons, or an expert in industrial/organizational consulting and not simply with regard to affirmative action, or an expert in advanced quantitative statistical analyses and not simply with regard to qualitative analyses. On the other hand, if the primary goal of the Task Force is achieved, that is, of mainstreaming marginalized groups into the entire APA structure, then the multiple identities and expertise of the members of such groups will gain greater prominence. As a result, these persons would be given tasks that recognize their broader talents, thereby bringing greater contributions to the association.

We acknowledge that "unwelcoming" behavior can also occur among marginalized groups in their attempt to compete for what appear to be limited resources. However, the decisions about the allocation of resources typically are made by majority culture persons. For example, convention time and space have been reduced leaving everyone vying for the smaller amount of allocated time.

## Behaviors That Convey an "Unwelcoming" Environment

Several behaviors serve as examples of dominant members' creating an environment of being "unwelcoming." Such behaviors may be well intentioned, or are displayed by individuals without their being aware of the message being conveyed. Nevertheless, such behaviors should not be condoned—especially if APA members are striving to have APA become an equally welcoming place for all its current and potential members.

- *Language that is not respectful but is stigmatizing or marginalizing.* Language such as the "Chinese fire drill," or saying to an older psychologist "Are you still working?" may be viewed as disrespectful. Members of marginalized groups have the right to determine how they will be referred to without being viewed as needlessly sensitive about something that does not matter in the same way to majority group members, as is suggested by the question, "Are we going to have to be politically correct again?"
- *Patronizing behavior on the part of dominant-group members is another form of behavior that makes marginalized group members feel unwelcomed.* This might be conveyed by comments such as, "Perhaps your people might be too sensitive to my calling it the way it is..." or "We can understand that minority issues are important for practitioners, but basic science is color-blind," or "It's difficult to understand the complaint; after all APA already has a division for ethnic people, Council has elected minorities to seats, and APA has an entire office devoted to ethnic minority affairs. You have enough concessions to keep you happy for a century."
- *Refusing to listen to marginalized group members' feedback about the effects of how they are being treated or requests for change*

*suggests that those group members and their interests are unimportant.* Sometimes this failure to be interested is expressed in the phrase, "I thought we already addressed that issue," or expressed concerns may be put aside by the comment, "If we open the door to this group...or by this action, then we have opened the door to a long list of others who will want the same treatment."

- *Dominant-group individuals conversing with one another while ignoring the marginalized person sitting in between them makes the marginalized person feel invisible and irrelevant.* A similar example is the inclination of majority group members to cluster together in social gatherings, ignoring newcomers who are dissimilar to the group.

For persons with a disability, the isolating factor can be the locale selected for the social gathering, such as places that are inaccessible to people with disabilities because of structural barriers or crowding. Such behavior might be laughingly labeled as "benign neglect" but does convey an isolating, a marginalizing, a lack of welcoming, and worse, a sense that other people are not valued in any way.

- *The tendency for marginalized group members to have one minority member who is viewed by dominant culture persons as the representative for the entire group, serves to ignore the diversity within the group.* This lumping of groups together ignores that there are significant subcultural differences within certain groups. Similarly, the impairments associated with disability can be profoundly different, yet the differences not recognized when disability is included in research, clinical intervention, education, and training. This tendency to assume that one member of a marginalized group is by nature a representa-



tive of all members of his/her group might be called the "homogenization error."

- *A variant, on the "homogenization" error, however, can occur when the majority member possesses a stereotype image of how the marginalized group should look or act.* For instance, phenotype may be used as the marker of ethnic or cultural credibility. Consequently, there is sometimes a misperception that in order to be a "real Indian," the individual in question should have a complexion expected of a stereotypical American Indian, the darker the better. Thus a non-Indian will listen more intently to a darker complexion Indian person speaking on Indian issues than to one who has lighter skin, hair, and eyes, etc. Likewise, persons with hidden disabilities are sometimes seen as more acceptable to the majority than are persons with readily apparent disabilities. Yet, at other times one must have the "right" disability to "authoritatively" speak about the disability experience. In still another variant, if a woman fails to endorse all of the components of a feminist position, she may be considered less authentic and less representative of women. While Western women may view wearing a head scarf as a symbol of male oppression, Muslim women may not uniformly experience it as such and may resent being told how they should view their freedom and oppression based on Western standards. Similarly, among ethnic minority groups, members may be alternately viewed as "too ethnic" or "inauthentic" depending on the issue and context.
- *Setting a higher standard for marginalized persons to meet is another action that contributes to discomfort and feeling*

*marginalized.* For instance, a mishap by a majority member might not be noticed, but the same event is critically evaluated if evidenced by a marginalized person. Often marginalized groups feel they are defined by their weaknesses rather than by their strengths.

- *Another stumbling block for marginalized groups is what happens when such groups face barriers to their progress or ability to achieve.* Often the dominant group expects the members of the marginalized group to develop the solutions, rather than engaging in more collaborative ways of problem solving. This may take the form of, "Stop complaining—you need to be part of the solution rather than being the problem," or "Tell us what you want us to do, and we'll do it."

### **"Unwelcoming" Actions Found in Research Reporting and Editing Activities**

The previously mentioned tendency for the dominant worldview to have broad consequences may be seen in the typical format of research reports. The study of White persons has been so historically normative that it required serious advocacy to point out that data based only on White populations are not routinely valid for ethnic minorities, or even that research studies on non-White populations is good science. Fortunately, progress has been achieved such that research on marginalized populations is gradually and routinely appearing in some major APA journals. Still, the absence of such articles in other APA journals raises the question of whether some editorial policies remain unchanged and whether studies of marginalized groups are still unwelcomed.<sup>9</sup>

<sup>9</sup> On the other hand, consider the message of mainstreaming communicated by a journal that has the following research articles in one issue: "Toward an Understanding of Jewish Identity: A Phenomenological Study," "Development, Reliability, and Validity of the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH)" and "Resilience Against Discrimination: Ethnic Identity and Other Group Orientation as Protective Factors for Korean Americans." Likewise, consider the reaction upon seeing an article "Islam 101: Understanding the Religion and Therapy Implications" given equal space in the same journal issue as an article on "Developing Evidence-Based Practice: The Role of Case Base Research." These examples are from two actual APA journals that are not dedicated to only minority/marginalized group studies.

Despite the APA mandates regarding representative sampling, many research reports are released that have few or no members of marginalized groups in their study sample, yet do not have discussions about limitations; or have methodology sections that fail to reflect that the research is really a study of dominant-group persons. These omissions reinforce the notion that dominant-group behavior is normative and that discussion about groups that are omitted is unwarranted. Study methods may unwittingly preclude participation by people with disabilities (e.g., paper and pencil tests or surveys not available in alternate formats), without mention of this as a limitation of a study.

Furthermore, the articles themselves rarely offer any analysis of the implications of the absence of marginalized group members on the research outcomes or interpretation of results. For example, research on couples often contains samples that are completely heterosexual or White. But, the title of such research fails to mention this, and the study does not discuss the limitations of findings that do not take gender and cultural factors into account in ways that are methodologically warranted. The failure to pursue inquiries about the effects of such omissions in research leaves marginalized group members feeling as though there is no real interest in doing so. These examples might raise editorial issues that are difficult to solve, such as limitations on space. Hence, the point to be made is that historical values of a dominant group can surface in a variety of ways and can be subject to interpretation by marginalized individuals.

Finally, there has been a perception that a lack of diversity permeates the editorial boards of APA journals. In a number of journals, there is a lack of presence of editors and editorial board members reflecting diversity. Also databases have not in the past increased the use of ethnic minorities as

ad hoc reviewers. Similarly, although it would be valuable to develop a mentoring system, widespread acceptance or implementation of such an approach has been slow at best. Once more the message seems to be "exclusion" instead of "inclusion" and "resisting" rather than "enabling." One way to overcome or change such perceptions is for data to be obtained and publicized widely. For instance, the Publications and Communications (P&C) Board has recently shared the following regarding increases in ethnic minority editorial participation during the period of 2000-2004: Ad hoc reviewers have increased 71% (from 288 to 493 reviewers); editorial board members by 215% (from 58 to 125), associate editors by 400% (from 4 to 16), and the number of editors of APA journals went from none to two. Such documentation goes a long way to developing accurate and balanced perceptions.<sup>10</sup>

### **An "Unwelcoming" Aspect of APA Convention Activities**

There are often complaints that convention programming that is of direct interest to marginalized group members is, itself, marginalized: Such programs are often scheduled opposite one another, scheduled opposite some major APA event; scheduled on the last day after even the booksellers have left, in an out-of-the-way room. The latter makes it difficult for majority and marginalized members to attend such programming and events.<sup>11</sup>

It is often explained that attention is given to avoiding these types of conflicts, and that various interest groups have their programs rotated to earlier times in the convention week. Perhaps this is accurate, but if such difficulties are experienced even a few times within the context of a number of other "unwelcoming" experiences, then such events will add one more confirmation of a perception that APA is insensitive and "unwelcoming."

<sup>10</sup> The P&C Board indicates a readiness to support an article presenting the data on ethnic minority participation in the APA editorial process.

<sup>11</sup> According to BCA: "Some scheduling is organized by divisional program chairpersons and not under the direct control of BCA. BCA will work with these program chairpersons in the future, and will continue its attempts to avoid conflicts from scheduling of programs under BCA control."



## Models of Change and Conflict Resolution/Reconciliation Strategies

### Overview

The task force believes that the type of organizational change called for by this report can best be managed when organization leaders and members are guided by some conceptual model(s) of change and collaboration. Change in the direction of power sharing and greater inclusion of previously underrepresented members in governance undoubtedly will be met by resistance among members who prefer the status quo. Unspoken attitudes, unwillingness to share power or resources, resistance to movement from the status quo, and lack of experience with some of APA's underrepresented members (e.g., persons with disabilities) can be undercurrents that lead to organizational barriers of exclusion. Dynamics of "we-they" or "our wishes versus your demands" can lead to impasses in the process of conducting the business of APA. As more systematic plans for change occur as a result of APA leadership and the input of different constituencies on behalf of marginalized members of the association, responsible action will involve anticipating the need for models and proven practices to manage processes of conflict and change and movement toward greater inclusion, collaboration, and mutual interest. To address such processes in the future, the task force was charged with identifying conflict resolutions models and procedures that have wide applicability appropriate for use throughout APA.

Organizational change, particularly change that focuses on diversity, typically has engendered fears

and concerns that an organization will lower or change its norms and that the underrepresented individuals will somehow want to take APA away from its mission. In the preparation of recent guidelines on behalf of gays, lesbians, and bisexuals, older adults, and women, and multicultural populations, there were numerous negative anecdotal comments about whether such guidelines are really needed. The occurrence of such remarks further strengthens the argument about the necessity to anticipate resistance to a focus on diversity and multiculturalism. The messages that each APA president promulgates

must affirm how inclusion of underrepresented members at the level of policy making is value-added and a win-win approach that will make APA relevant for all of its members. Some past APA presidents, Ronald Levant as the current president, and Gerald Koocher as the 2006 president have provided such affirmations.

Anticipating that even planned change can create dissonance in an organization, several models that address ways to resolve differences or to reach

reconciliation are identified in the next section. The value of such models is in their applicability to various problem-solving activities, even where the focal issue involves topics other than diversity. Therefore, these models can be useful resources or reference points that APA governance and other entities of organized psychology can refer to when blocks occur in the process of conducting their-business and seeking greater inclusion of varying points of view.

*"Unspoken attitudes, unwillingness to share power or resources, resistance to movement from the status quo, and lack of experience with some of APA's underrepresented members (e.g., persons with disabilities) can be undercurrents that lead to organizational barriers of exclusion."*

### **Models for Reconciliation, Conflict Resolution, Collaboration for Mutual Interest<sup>12</sup>**

The task force recommended several models that address change, reconciliation, and conflict resolution. Although these models have been used for varying reasons and in varying contexts, there are elements in all of them that can assist organizational leaders at different phases of the change management process. These elements include:

- Proactive strategies to create mutual understanding;
- Win-win desired outcomes;
- Recognition of power differential among the different parties;
- Attention to the cognitive, emotional, and behavioral dynamics introduced by the participants; and
- In most cases a social justice orientation that encourages respect for individuals regardless of their role and power in society.

For readers interested in possible procedures to use for their problem-solving/reconciliation/conflict resolution efforts, the following models would be appropriate to consider: the gender role strain model (cited by Levant in his preface); the interest-based bargaining model (Fisher & Ury, 1981; Peterson & Levant, 2000); the multiethnic, multiracial, multicultural conflict model (Henderson, 2002); and the normative-re-educative model of change (Chin & Benne, 1985).

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<sup>12</sup> The task force is appreciative of those governance groups that recommended a reconciliation model as a meaningful fit to the theme of the report.

## Recommendations for Enhancing Diversity

The following are specific actions/recommendations for enhancing diversity in APA, which the Task Force proposes for implementation at multiple levels throughout APA. The recommendations require a strategic change process with accountability for tasks throughout APA. The task force members recognize that organizational change is a long-term process requiring accountability. Thus, the prescriptive statements that follow are comprehensive in breadth and depth. The recommendations are organized by three levels of priority (immediate, medium-term, and long-term), with estimated implementation timelines and costs provided for the immediate and medium-term priorities. These recommendations are the bases for the Resolution on Enhancing Diversity in APA (Appendix B).

<b>TFED Immediate Priorities</b>			
	Recommendation	Time Required	Estimated Costs
1.	The APA Council of Representatives (C/R) formulate and adopt an anti-discrimination policy resolution (or if one is already being proposed at the time of this report, then this recommendation is that the Council move quickly to adopt such a resolution).	12 months or fewer	<b>\$0</b>
2.	The Policy and Planning Board in collaboration with the Committee on Ethnic Minority Affairs (CEMA); the Committee on Disability Issues in Psychology (CDIP); the Committee on Aging (CONA); the Committee on Women in Psychology (CWP); the Committee on Early Career Psychologists (CECP); and the Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) take responsibility for organizing a "climate study" within all APA governance entities regarding members' experiences, comfort/discomfort, and positive/negative attitudes/opinions/policies affecting or about members of diverse groups. Such a study might include examination of possible systemic factors that act as obstacles toward increasing diversity. Individual assessments would be collapsed for reporting purposes to initially provide baseline data on the climate that might be later repeated to obtain information on change over time. Thus the initial goal of this study is to provide a baseline against which to consider whether actions derived from other Task Force recommendations have had an impact over time.	2-3 years	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;">                     Planning via conference call and e-mail                 </div> <div style="width: 35%; text-align: center;"> <b>\$0</b> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;">                     Staff support (survey development and dissemination, follow-up, and analysis) \$15,000/year x 2 years                 </div> <div style="width: 35%; text-align: center;"> <b>\$30,000</b> </div> </div>

### TFED Immediate Priorities—continued

	Recommendation	Time Required	Estimated Costs
3.	The CEO of APA direct the executive directors of APA directorates to collaborate on projects related to enhancing diversity. For example, they might write joint columns for the <i>APA Monitor on Psychology</i> that explore ways in which diversity intersects with other issues pertinent to practice, education, and science in psychology and the best ways to address diversity issues within the organization.	Initiate within 1 year	<b>\$0</b>
4.	The Publications and Communications Board, and as appropriate, the Council of Editors, adopt the policy of incorporating the language and/or principles from the <i>APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists</i> ; the <i>APA Guidelines for Psychotherapy With Lesbian, Gay, and Bisexual Clients</i> ; and the <i>APA Guidelines for Psychological Practice With Older Adults</i> into publication and editorial policies/procedures. <sup>1</sup>	18 months	<b>\$0</b>
5.	The Publication and Communications Board expand its database of ethnic minority psychologists to include other marginalized groups who have expertise to serve as ad hoc reviewers or on editorial boards. To expand the database to identify APA members whose group identity is not available in existing APA membership databases, the APA membership office, the APA research office, and the APA management information systems department should collaborate on mechanisms to survey APA members regarding their identity related to the various marginalized groups.  The CEO of APA should direct the APA publisher to annually report on the number and percentages (total and by journal titles) of ad hoc reviewers, editorial board members, associate editors, and editors who are ethnic minorities and women . . . and when data become available, for members of other marginalized groups. Such an annual report should be reported as an information item to the APA Board of Directors and the Council of Representatives. <sup>2</sup>	Expansion of database = 1 year  Begin annual report within 2 years	Staff assistance re update of database = 1/4 FTE  Staff assistance re: annual report and database maintenance  <b>\$10,000</b>  <b>\$8,000/ year</b>

<sup>1</sup> P & C has indicated it actively reviewed the APA Publication Manual at its May 2005 meeting to ensure that the manual is consistent with the APA Guidelines on Multicultural Education. TFED endorses any future steps by P & C to further respond to the broader goal of the recommendation relating to other editorial policy/procedural documents as appropriate.

<sup>2</sup> The P & C Board recently released data on the success of the improved ethnic minority database in increasing the numbers of ethnic minorities in the editorial process. TFED's recommendation is for continued use of and expansion of the database.

### TFED Immediate Priorities—continued

	Recommendation	Time Required	Estimated Costs	
6.	BAPPI and the Office of Ethnic Minority Affairs coordinate the collection of feedback from relevant APA and other relevant groups, e.g., COGDOP, CEMA, CLGBC, CDIP, CONA, CWP, and appropriate divisions regarding the most appropriate strategies for assessing the relationship between a training program's adherence to Domain D's requirements and accreditations decisions. Recommendations will be provided to CoA for its consideration.	18 months	Part-time intern	<b>\$5000</b>
7.	BAPPI work with BSA to develop a mechanism (e.g., Advanced Training Institute) for training researchers in skills needed to design, conduct, and evaluate research with diverse populations, such as research design approaches with ethnic minority populations. <sup>3</sup>	2 years	Planning	<b>\$0</b>
			Conduct of institute training	<b>\$10,000 /year</b>
8.	BCA take actions that recognize the needs of marginalized groups such as women and religious groups. Such needs include, for Muslims as an example, access to a prayer room at certain times, and for other groups, lists of area synagogues, churches, mosques, etc. BCA should also consider reinstating child care for those with small children at convention. <sup>4</sup>	18 months		<b>\$0</b>
9.	BAPPI seek to increase opportunities for recognizing programmatic/institutional efforts related to diversity achievements similar to the criteria for the Suinn Minority Achievement Award. An example might be the creation of an award for "Outstanding Commitment to the Multicultural Guidelines" or "Outstanding Commitment to the Gay/Lesbian/Bisexual Guidelines." BAPPI should strive to have such awards be established and supported by APA governance groups other than those staffed by the Public Interest Directorate, and by divisions other than Divisions 35, 44, or 45. In doing so, the principal message is that diversity needs to be mainstreamed across all of the APA structure.	2 years	Awards	<b>\$5,000 /year</b>

<sup>3</sup> One example of a useful resource is the forthcoming APA book edited by Fisher and Trimble on designing and conducting research with diverse populations (Fisher & Trimble, in press) and the article by Olkin (2004) "Making Research Accessible to Participants With Disabilities."

<sup>4</sup> BCA has offered to work with local hotels to provide lists of places of worship and also noted the lack of available space for prayer room assignment. BCA also noted that child care by APA was discontinued because of low usage and high financial cost.



### TFED Immediate Priorities—continued

	Recommendation	Time Required	Estimated Costs	
10.	The Membership Committee along with the APA Office of Public Information evaluate all APA promotional materials regarding the extent such materials expressly state interest in and welcoming of diverse groups. Also, such materials should be evaluated in terms of their accessibility (e.g., availability in large print, on disk, or on the Web at a site compatible with most major screen readers).	18 months		\$0
11.	C/R and B/D encourage and support the establishment of a new APA Division on Disability Studies should such a new division be formally proposed in the future.	Unknown		\$0
12.	CDIP in collaboration with BEA conduct a study of barriers/obstacles that students with disabilities face within training programs with the intent that these data subsequently be used in establishing formal suggestions for enabling the training of students with disabilities. These suggestions would include ones related to training students with disabilities (especially those with visual and auditory limitations) in testing and assessment procedures. <sup>5</sup>	2 years	Staff assistance of 1/4  FTE	\$10,000
13.	CDIP and the Office of Disability Issues publish a newsletter (perhaps on the Web) that promulgates awareness of and sensitivity to disability issues.	1 years	Intern @ 7.5 hours/wk	\$4,500/ year
<b>TOTAL</b>			One-Time Costs:	\$55,000
			Recurring Costs	\$27,500/ year

<sup>5</sup> CDIP indicates that the Disability Issues in Psychology Office has already initiated this study and the Office and CDIP are therefore commended on their work. It is TFED's hope that the information can prompt the next step, whereby formal suggestions for further action are derived from the data.

### TFED Medium-Term Priorities

	Recommendation	Time Required	Estimated Costs	
14.	The APA Chief Executive Officer (CEO), Board of Directors (B/D), and Council of Representatives (C/R) consider developing mechanisms for enhancing diversity and addressing recommendations cited in this report. One possible mechanism might be the development of an Office of Diversity Enhancement as a staff office in APA to monitor diversity recommendations and outcome(s). A study should be conducted to define the roles and responsibilities of this office versus those of the Office of Ethnic Minority Affairs and the Equal Employment Opportunity Commission Office to avoid overlap. Furthermore, the actual name of this office should reflect the roles and responsibilities as these are defined, such as the "Office of Diversity Enhancement." The primary mission of this office would be to promote and oversee activities that enhance diversity within APA, such as the recommendations in this Task Force report.	1 year of advanced planning	Costs depend on whether functions are assigned to an existing office/program or become a new self-standing office/program.	<b>\$40,000- \$80,000/ year</b>
15.	Chairpersons of APA Boards and Committees place on their agenda a discussion on having joint meetings that could lead to identifying common interests, foster better understanding, promote collaboration, and reduce biases and barriers. Discussion would include identifying a timeline for continuation of such joint meetings.	18 months		<b>\$0</b>
16.	BSA develop strategies to encourage and to support research training programs and research conferences that have the goal of increasing the number of ethnic minority and lesbian, gay, bisexual, transgender, and other marginalized graduate students and early career psychologists entering research careers. Other goals of such programs and conferences might include student outreach, seeking increased awareness of private research funding opportunities, and developing lesson plans for innovations in teaching practices. Lesson plans might discuss how research evidence using diversity as the variable, expands the knowledge base in psychology—such as how being from a marginalized group influences psychological development.	18-24 months of advanced planning	Staff assistance of 1/4 FTE  Training grants, conferences, and materials	<b>\$10,000/ year</b>  <b>\$20,000/ year</b>

## TFED Medium-Term Priorities

	Recommendation	Time Required	Estimated Costs
17.	The Publications and Communications Board and its Council of Editors expand the editorial review mentoring approach to graduate students representing marginalized groups from the departments of members of editorial boards of each journal. BEA and the Council of Editors could also collaborate on activities for encouraging psychology programs to add this type of mentoring to research methodology course content.	2 years of advance planning	Costs depend on how program is structured and the nature of student activities, e.g, student participants may volunteer or be paid part- time editorial assistants. <p style="text-align: right;">\$0- <b>\$10,000 per student per year</b></p>
18.	The CEO of APA should take steps to ensure that all APA materials (including this report) that are in print and on the Web are accessible to persons with visual impairments.	12 months to review existing material	Intern @ 250 hours <p style="text-align: right;"><b>\$3,000</b></p>
19.	BAPPI and the Office of Ethnic Minority Affairs, in consultation with relevant APA groups, i.e., CEMA, the Office of Disability Issues, CDIP, CONA, and appropriate divisions, will coordinate a project to develop site visitor training materials relevant to the assessment of <i>APA Guidelines and Principles of Accreditation</i> , Domain D, for consideration by the Committee on Accreditation.	2 years	<p>Most planning will involve e-mail and teleconferencing</p> <p style="text-align: right;"><b>\$0-\$5,000</b></p> <p>Some consultant costs may be required.</p> <p style="text-align: right;"><b>\$20,000</b></p> <p>Some material development costs may be required.</p> <p style="text-align: right;"><b>\$10,000</b></p> <hr style="width: 50px; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;"><b>Total</b></p> <p style="text-align: right;"><b>\$35,000</b></p> <p>Some additional staff assistance may be required.</p>

### TFED Medium-Term Priorities

	Recommendation	Time Required	Estimated Costs	
20.	BCA in cooperation with Division 36 develop a document offering suggestions on how to be sensitive to religious/cultural differences in terms of food/beverages offered at social events. Such a document would be distributed to individuals and groups that plan events at the annual APA convention (such as hospitality hours, social hours) and arrange food service during Divisional Executive Board meetings, etc. These resource materials should be made available for planning other APA meetings, such as C/R, Consolidated, task force, etc., meetings.	12 months	Intern	<b>\$3,000</b>
			Document	<b>\$2,000</b>
21.	The Membership Committee in consultation with the CONA develop recommendations regarding the retention of older members in APA.	12 months		<b>\$0</b>
22.	The Membership Committee conduct a survey of psychologists who do not join APA to determine their reasons for nonaffiliation. Such a survey might be accomplished through collaboration with COGDOP, CUDCP, NCSPP, SPAs, AAPA, ABPsi, NLPA; SIP, other national or international organizations of psychologists, and/or the APA Committee on Early Career Psychologists as appropriate. The intent would be to identify factors that might be important in increasing new membership in APA or retaining existing members.	2 years	Staff assistance @ 1/4 FTE	<b>\$10,000</b>
23.	The editor of the <i>APA Monitor on Psychology</i> consider a series focused on "International and Current Issues Regarding Marginalized Groups."	1 year		<b>\$0</b>
24.	BSA and BAPPI develop strategies to ensure that students with visual impairments have access to necessary materials to achieve appropriate competence in understanding test and assessment results as necessary for graduating and passing licensing exams. This would include efforts to bring pressure to bear on test and assessment publishers to make their materials available in alternate formats.	2 years		<b>\$0</b>

### TFED Medium-Term Priorities

	Recommendation	Time Required	Estimated Costs	
25.	CDIP review and update current resource information provided by the APA Convention Resource Room for attendees with disabilities. <sup>6</sup>	1 year	Document development	<b>\$1,000</b>
26.	The Office of Disability Issues, CDIP, and BCA should continue to periodically update the fact sheet/brochure on <i>Guidelines for APA Conference Speakers</i> that describes procedures for increasing accessibility or presentations to audience members with disabilities, and ensure that conference speakers are aware of and adhere to these guidelines. <sup>7</sup>	12-18 months	Document development	<b>\$1,000</b>
27.	The APA CEO add weight to the criterion that, in evaluating candidates for future directors of APA offices involved with marginalized/underrepresented groups, consideration should include persons with first-hand experience as a member of such groups.	6 months		<b>\$0</b>
28.	BCA consider proposing to B/D and C/R adoption of a policy to boycott holding conferences or meetings in states with oppressive legislation targeting marginalized groups, such as states banning gay marriages or having discriminatory legislation that creates a harmful environment for lesbian/gay/bisexual individuals, or any setting that is inaccessible for persons of disability regardless of whether a person with a disability is in attendance or not.	1 years		<b>\$0</b>
<b>TOTAL</b>			One-Time Costs:	<b>\$55,000</b>
			Recurring Costs	<b>\$75,000–\$125,000/year</b>

<sup>6</sup> CDIP reports that this action has already been in place as part of CDIP's services. Future periodic reviews of the resource information would be desirable.

<sup>7</sup> BCA, CDIP, and the Disability Issues in Psychology Office confirm that they already have worked on the information for speakers as part of their continuing work. Future periodic updating of the brochure and its use by speakers would be desirable.



## TFED Long-Term Priorities

	Recommendation	Time Required	Estimated Costs
29.	<p>The chairpersons and/or presidents of APA governance groups, divisions, and state psychological associations formulate plans and policies derived from a self-study related to increasing membership, activity, and representation of individuals from marginalized groups in their respective organizations. When formulated, these plans should be presented as a written report to the B/D and C/R. Such plans might include examination of possible systemic factors that act as obstacles toward increasing diversity, such as the nature of nomination-election-appointment procedures required for participation. Those groups that have histories of success might highlight their procedures as possible models. The self-study might also include identifying ways to enhance diversity goals that fit into their group's own goals and activities. We also encourage boards and committees to consider including student representatives/monitors/liasons as appropriate.</p> <p>When the topic is striving to attract new diverse members to APA or SPA groups, it is important to ensure that new members feel welcomed, valued, motivated to continue their membership, and perhaps even desirous of getting involved in governance. As APA and SPA groups consider the topic, the following suggestions might be worth considering: (a) a personal phone call to new members; (b) assigning a "sponsor" who is a similar minority to new members; (c) sending personalized invitations to events at the next APA annual conference, including small teas or gatherings with the president and or chief administrative officer; (d) APA's asking the new Committee on Early Career Psychologists to reach out to new members personally; (e) providing a forum for new members to give information about their own work and interests; (f) listing new members in the <i>APA Monitor on Psychology</i> or newsletters; (g) inviting columns for the <i>APA Monitor</i> or newsletters to be written by new members about their experience as a minority in the organization, why they joined, what they wish for, what suggestions they have; (h) having a follow-up personal phone call 1 year after membership initiation to ask for feedback from new members.</p>	2 years	<p><b>To Be Determined</b></p>

## TFED Long-Term Priorities

	Recommendation	Time Required	Estimated Costs
30.	BAPPI in collaboration with Division 36 develop a working paper regarding how Muslims, Jews, and members of other marginalized religions can increase their involvement and/or representation in APA governance activities. Further, this working paper would address the issue of how to increase the importance of training psychologists to work with clients or students whose religious beliefs are associated with a cultural belief or behavioral system that differs from the current dominant Christian culture.	2 years	<b>To Be Determined</b>
31.	Conduct an analysis and feasibility study on the need and demand for, and the cost of translating into other languages and publishing both psychological non-English research and key original U.S. works and/or adding these to the APA Web site. This study should also include consideration of establishing a Spanish language Web site for key APA works and ways to encourage members to develop second language skills, such as speaking Spanish.	1 year  2 years	<b>To Be Determined</b>
32.	BSA develop strategies for encouraging research interests or skills among ethnic minority high school students. <sup>8</sup>	12-18 months	<b>To Be Determined</b>
33.	BSA collaborate with the American Psychological Society on a joint agenda aimed at developing mechanisms to provide training for researchers to conduct research with ethnic minority populations and to increase the number of ethnic minorities and women who enter research careers.	24-36 months	<b>To Be Determined</b>
34.	BCA review and update current information by the Disability Issues in Psychology Office regarding convention programming logistics (in terms of rooms assigned: location, size, accessibility), timing of diversity-related events (i.e., competing with major events or each other), and allocation of convention hours for diversity-related events. <sup>9</sup>	12-18 months	<b>To Be Determined</b>

<sup>8</sup> TOPSS, PT@CC, the Membership Committee, the Education Directorate, and OEMA have initiated a grassroots program to increase the interest of ethnic minority high school students in psychology, including research careers. TOPSS is continuing this valuable project.

<sup>9</sup> BCA has indicated that such collaboration with the Disabilities Issues in Psychology Office routinely occurs. TFED acknowledges this achievement and encourages such collaboration to continue as future updates are planned. In the future, use might be made of such resources as guidelines of the Society for Disability Studies (SDS) and the Association for Higher Education and Disability (AHEAD). It is noted that BCA also attempts to avoid conflicts among diversity programming schedules, but has no direct control over programming scheduled by divisional program chairs. However, BCA will work with divisional program chairs toward the goal of avoiding such conflicts due to divisional programming.

## TFED Long-Term Priorities

	Recommendation	Time Required	Estimated Costs
35.	BAPPI take action to ensure there is greater representation in terms of diversity among awardee pools for awards being implemented by any unit within the APA governance through reviewing annual reports from the appropriate central office providing data on award recipients for the year. Any unit of APA that administers an award should seek to constitute selection committees with participants from diverse groups.	2 years	<b>To Be Determined</b>
36.	The appropriate directorates establish awards for service, research, education, training, and supervision related to disability issues and by persons with disabilities.		<b>To Be Determined</b>
37.	The Membership Committee evaluate the possibility of membership dues exemptions or waivers where there is financial hardship. The committee might consider determining whether marginalized groups, such as persons with disabilities, might need such exemptions.	12-24 months	<b>To Be Determined</b>
38.	The Membership Committee evaluate the possibility of reduced dues for members of national ethnic minority organizations.	12-24 months	<b>To Be Determined</b>
39.	CIRP coordinate efforts to identify a model of the effects of catastrophic disaster as a situational cause of marginalization of groups. For instance, what is it like to grow up Muslim in America after 9/11; or what was the effect of the tsunami on world perceptions of various groups seeking relief; or what effect does the AIDS crises in Africa have on worldviews regarding the needs of persons in Africa. CIRP and CYF might also formulate models applicable for understanding how such international events affect the psychological development of children. <sup>10</sup>		<b>To Be Determined</b>
40.	CIRP identify and reach out to other international psychology-related organizations, such as those in the Middle East and Africa, to develop joint activities related to convention, training, practice, and research efforts. <sup>11</sup>	24-36 months	<b>To Be Determined</b>

<sup>10</sup> CIRP has indicated that this assignment would be outside the scope of its mission. However, CIRP repeats its stated willingness to take the lead in developing a bibliography of research on the issue.

<sup>11</sup> CIRP has provided information regarding the limits of its international mission, which do not include training or practice, although other TFED recommendations do fit. Hence, implementing actions outside the scope of CIRP will need to be reassigned to the appropriate group by the APA CEO.

## TFED Long-Term Priorities

	Recommendation	Time Required	Estimated Costs
41.	CIRP pursue collaboration with international training programs, such as those currently being developed in many Muslim nations, regarding training issues. <sup>12</sup>	24-36 months	<b>To Be Determined</b>
42.	CDIP and the Office of Disability Issues develop steps to increase the number of persons with disabilities serving in APA governance. This might be through recommending that APA boards and committees create a slate for people with disabilities with CDIP providing a database of nominees with expertise relevant to such governance groups.	12-24 months	<b>To Be Determined</b>
43.	CDIP and the Office of Disability Issues design a strategy for making "valuing diversity" a household value. An example of such a step might be to submit articles to popular magazines regarding psychologists who are blind working as psychotherapists.	12-24 months	<b>To Be Determined</b>
44.	C/R and B/D consider the development of leadership mentoring programs within APA directed to graduate, undergraduate, and high school students from marginalized groups.	24-36 months	<b>To Be Determined</b>
45.	BSA develop strategies to encourage and support research training programs and research conferences to attract, retain, and graduate doctoral students and early career professionals with disabilities. Examples might include dissertation awards, travel funds for presentations and attendance at conferences, and other financial support targeted to graduate students with disabilities.		<b>To Be Determined</b>

<sup>12</sup> CIRP has provided information regarding the limits of its international mission, which do not include training, although other TFED recommendations do fit. Hence, implementing actions outside the scope of CIRP will need to be reassigned to the appropriate group by the APA CEO.

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## Appendix A: Biosketches of Task Force Members

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**Norman Abeles, PhD**, is Professor of Psychology at Michigan State University. He and his students are involved in research dealing with mood and memory concerns of older adults. He was the 1997 President of the American Psychological Association and helped to establish the APA Committee on Aging (CONA). He will be a delegate to the 2005 White House Conference on Aging. He currently serves on the APA Ethics Committee and the American Psychological Foundation and is President of Division 52, International Psychology.

**Patricia Arredondo, EdD**, is Associate Vice President and Senior Advisor for Academic Initiatives and Professor of Counseling Psychology at Arizona State University. Professor Arredondo will serve as President of the American Counseling Association (ACA) in 2005-2006. She was recognized as a "Living Legend" by the ACA for her contributions to the development of multicultural counseling competencies, dedication to Latina/o issues, and her leadership in promoting organizational change through a focus on diversity. She is Past-President of the National Latina/o Psychological Association and Division 45 of the American Psychological Association (APA). She is a Fellow of Divisions 17 & 45.

**Beverly Greene, PhD, ABPP**, is a Professor of Psychology at St. John's University and a Clinical Psychologist in independent practice in New York City. A Fellow of APA, the Academy of Clinical Psychology, and the American Orthopsychiatric Association, she has a Diplomate in Clinical Psychology from the American Board of Professional Psychology. Dr. Greene is the recipient of numerous national awards that include the 1996 CLGBC Outstanding Leadership Award, 2003 Committee on Women in Psychology's Distinguished Leadership Award, and Division 45's 2004 Distinguished Senior Career Contributions to Ethnic Minority Research Award. She is also the recipient of the Psychotherapy With Women Research Award (1995, 1996, 2000), the Distinguished Publication Award (1995, 2001), and the Women of Color Psychologies Publication Award (1991, 1995, 2000) for distinguished contributions to the psychological literature.

**Douglas C. Haldeman, PhD**, has been a Counseling Psychologist in independent practice in Seattle for more than 20 years. He serves on the clinical faculty of the psychology department at the University of Washington. His clinical and research interests focus on the ethical treatment of lesbian, gay, bisexual, and transgendered (LGBT) clients in psychotherapy. Dr. Haldeman is the author of numerous journal articles and book chapters on a wide range of issues pertinent to the psychology of gay men. He has maintained a special focus on sexual orientation conversion therapy and is coauthor of the American Psychological Association's Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients, as well as the APA's Resolution on Appropriate Therapeutic Responses to Sexual Orientation. He has lectured and conducted training workshops for professionals on working with LGBT clients all over North America and Europe. Dr. Haldeman resides in Seattle with his life partner of 25 years and their 11 Samoyeds.

**Zari Hedayat-Diba, PhD, MFT**, is a licensed Marriage and Family Therapist in private practice in Los Angeles. She wrote her dissertation on the "Selfobject functions of the Koran" and has several professional publications on the topic of Islam. She is adjunct faculty at Antioch University, where she currently teaches a course on cross-cultural infant observation.

**J. (Doug) McDonald, PhD**, is a Professor of Psychology at the University of North Dakota (UND). He is a member of Oglala Lakota Sioux tribe. He earned his PhD (Clinical Psychology, 1992) from the University of South Dakota. His research interests include cross-cultural psychology, masculinity, and ethics. He directs UND's Indians Into Psychology (InPsyDE) program. Dr. McDonald was twice President of the Society of Indian Psychologists and served on APA's Board for the Advancement of Psychology in the Public Interest and Board of Educational Affairs. He is also currently treasurer for Division 45. He lives in Grand Forks with his children, Alex and Rosie.

**Jill Oliveira-Berry, PhD**, received her PhD in clinical psychology from the University of Hawaii at Manoa. She completed a postdoctoral fellowship in health

psychology at Tripler Army Medical Center and continues to serve on staff as a supervisor for Native Hawaiian postdoctoral trainees at Tripler. She is also Director of the Behavioral Health Program at Na Pu`uwai, Native Hawaiian Health Systems Clinic. She has produced a series of videotapes and professional presentations in the area of multicultural skills training and culture-centered psychotherapeutic interventions. Her research interests include the evaluation of traditional native Hawaiian healing approaches to elicit positive changes in psychosocial issues affecting chronic disease.

**Rhoda Olkin, PhD**, is a Distinguished Professor of clinical psychology at the California School of Professional Psychology, San Francisco Bay Campus. She received her doctorate from the University of California, Santa Barbara, and her BA in psychology from Stanford University. A licensed psychologist, she is the author of the well-received *What Psychotherapists Should Know About Disability* (1999, Guilford Publications) and numerous articles on disability. She chaired the American Psychological Association's Committee on Disability Issues in Psychology and conducts a private practice and expert witness work in the San Francisco East Bay Area.

**Richard M. Suinn, PhD, ABPP**, is emeritus professor, Colorado State University, where he headed the psychology department for 20 years. He was Mayor of the city of Ft. Collins, CO, and Team Psychologist for U.S. Olympians. He was the 1999 President of APA. He received APA's Raymond Fowler Award, Division 45's Lifetime Contribution to Ethnic Minority Issues, and Asian American Psychological Association's Lifetime Contribution to Asian American Psychology Award. Born in Hawaii, he has his doctorate from Stanford and an honorary doctorate from the California School of Professional Psychology. He has authored 150 articles, eight books, and five psychological tests, including the Suinn-Lew Asian Self-Identity Acculturation Scale.

**Melba J. T. Vasquez, PhD**, is in independent practice in Austin, TX. She is coauthor of *Ethics in Psychotherapy & Counseling: A Practical Guide for Psychologists*, 1998 (2nd ed.) (with Ken Pope) and of *How To Survive and Thrive as a Therapist: Information, Ideas, and Resources for Psychologists in Practice*, 2005, also with Ken Pope. She is a Past-President of APA Division 35, Society for the Psychology of Women, and of Division 17, Society of Counseling Psychology. She was elected to serve as President of the Texas Psychological Association in 2006 and serves on the Council of Representatives for APA Division 42, Independent Practice, for 2004-2007.

**Joseph L. White, PhD**, has enjoyed for the past 44 years a distinguished career in the field of psychology and mental health as a teacher, mentor, administrator, clinical supervisor, writer, consultant, and practicing psychologist. He is currently Professor Emeritus of Psychology and Psychiatry at the University of California, Irvine, where he spent most of his career as a teacher, supervising psychologist, mentor, and director of ethnic studies and cross-cultural programs. Dr. White received his PhD in clinical psychology from Michigan State University in 1961. Dr. White is the author of several papers and three books: *The Psychology of Blacks: An African-American Perspective* (1990; 1984); *The Troubled Adolescent* (1989); *Black Man Emerging: Facing the Past and Seizing a Future in America* (1998). He was a pioneer in the field of Black psychology and is affectionately referred to as the "Godfather" of Black psychology. His seminal article in *Ebony* magazine in 1970, "Toward a Black Psychology," was instrumental in beginning the modern era of African American and ethnic psychology. He is currently a member of the Board of Trustees of the Menninger Foundation in Topeka, KS.

## Appendix B: APA Resolution and Justification Statement

### Resolution on Enhancing Diversity in APA

(Adopted by the APA Council of Representatives on 08/17/05)

WHEREAS in 2005 the President of the American Psychological Association (APA), Ronald F. Levant, EdD, MBA, appointed a Task Force on Enhancing Diversity to suggest ways that APA can be a more welcoming place for psychologists who are members of marginalized groups—more specifically, members who are African American/Black, American Indian/Alaska Native, Asian American/Pacific Islander, Hispanic/Latino(a); lesbian, gay, bisexual, or transgendered; persons with disabilities; older persons; Muslims and others of nondominant religious orientation or heritage; and women; and

WHEREAS conflicts occur not only between the majority and the marginalized groups, but among marginalized groups; and

WHEREAS one charge of the task force was to identify conceptual models for use in reconciling differences when they occur among diverse groups and between majority groups and specific marginalized groups; and

WHEREAS this task force also was charged to develop recommendations for how the American Psychological Association can become more welcoming to its many diverse constituent members; and

WHEREAS many of the task force members and the members they represent have reported that interactions between members of dominant groups and the marginalized groups identified above sometimes exhibited insensitivity, an appearance of invisibility, or outright rudeness; and

WHEREAS the task force has completed its final report, which provides the basis for this resolution by: (a) presenting the past history and current record of APA and diversity, (b) describing 10 major principles of change, (c) identifying the benefits of change to APA and its majority and marginalized group members, (d) explaining through use of examples the need for change in APA, (e) outlining specific models of

change and specific conflict resolution/reconciliation strategies, (f) recommending prioritized actions for enhancing diversity in APA, and (g) providing reference citations of the report's major concepts and models;

THEREFORE, BE IT RESOLVED, THAT enhancing diversity and increasing the sense of being welcome in APA by diverse groups are top priorities for APA; and

BE IT FURTHER RESOLVED, THAT APA's Council of Representatives directs APA's Chief Executive Officer (CEO) to develop a Diversity Implementation Plan to ensure that diversity is an integral part of APA structures and activities. In developing this plan, the CEO should consider, among other things the Immediate, Medium-Term, and Long-Range Recommendations outlined by the Task Force on Enhancing Diversity in APA that are included as the Appendix to this resolution; and

BE IT FURTHER RESOLVED, THAT \$10,000 be budgeted in 2005, and \$25,000 in 2006 to facilitate the development of the Diversity Implementation Plan and that beginning in 2007, a specific line item appear in the annual APA budget to operationalize the Diversity Implementation Plan in an amount recommended annually by the CEO.

#### **The APA President's Task Force on Enhancing Diversity in APA: Immediate, Medium-Term, and Long-Range Recommendations**

##### ***Immediate Recommendations***

- (a) Supporting an antidiscrimination policy
- (b) Surveying all governance entities as to "climate" (e.g. current level of participation, relative level of comfort) of members of diverse groups
- (c) Enhancing inter-directorate collaboration through joint columns in the *APA Monitor on Psychology* and other collaborative projects
- (d) Adopting the policy of incorporating language and principles from the *APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*; the *APA Guidelines for Psychotherapy With Lesbian, Gay, and Bisexual Clients*; and the *APA Guidelines for*



- Psychological Practice With Older Adults* into publication and editorial policies/procedures
- (e) Expanding the editorial/publications pipeline with respect to greater inclusion of diverse persons
  - (f) Obtaining relevant governance groups' feedback to the Office of Accreditation and Program Consultation for its consideration in supporting more effective implementation of Domain D of the *APA Guidelines and Principles for Accreditation of Programs in Professional Psychology*
  - (g) Developing a training mechanism for psychological researchers in skills, knowledge, and attitudes requisite for conducting research with diverse populations
  - (h) Recognizing the needs of APA meeting and convention attendees who are from various marginalized religious groups
  - (i) Increasing attentiveness to diversity issues in areas such as awards and the content of membership promotional materials
  - (j) Providing favorable consideration of a new Division on Disability
  - (k) Conducting a study of barriers students with disabilities face
  - (l) Developing a newsletter from the Office of Disability Issues

#### **Medium-Term Recommendations**

- (a) Planning mechanisms for diversity enhancement within the Association
- (b) All governance groups organizing discussions of having joint meetings to promote collaboration with other governance groups
- (c) Developing experiences and activities to encourage diverse marginalized students and early career psychologists to enter research careers and APA governance/leadership
- (d) Opening opportunities for students from marginalized groups to be mentored as ad hoc journal reviewers
- (e) Developing site visitor training materials relevant to the assessment of *APA Guidelines and Principles for Accreditation of Programs in Professional Psychology*, Domain D, for consideration by the APA Committee on Accreditation

- (f) Providing educational materials to increase awareness at meetings to diverse religions' food restrictions
- (g) Developing strategies for recruiting and retaining members from marginalized groups
- (h) Initiating an APA Monitor on Psychology series on international issues
- (i) Improving attention and commitment to issues facing persons with disabilities such as access, resource materials, and representation among staff
- (j) Examining states' laws and positions that may be oppressive to marginalized groups or insensitive to persons with disabilities relative to decisions about locations of APA meetings

#### **Long-Range Recommendations**

- (a) All governance groups formulating plans for increasing representation of individuals from marginalized groups
- (b) Developing ideas for increasing APA's involvement with international psychological organizations
- (c) Initiating non-English translations of key APA publications
- (d) Encouraging increased attention to tolerance and understanding of religious, sexual orientation, and disability issues, especially in psychology education and training
- (e) Expanding efforts related to increasing research training to marginalized students at all levels of the educational pipeline
- (f) Evaluating the value of reduced dues for marginalized groups
- (g) Increasing the Association's understanding of and commitment to persons with disabilities
- (h) Developing leadership mentoring opportunities for marginalized students at all levels of the educational pipeline

#### **Justification Statement**

1. *The resolution's relevance to psychology and psychologists and importance to psychology or to society as a whole.*

The proposed resolution speaks to the need to improve APA's organizational climate or "welcomeness" for those psychologists who represent a major



and ever-growing segment of the U.S. population, yet who are marginalized in society and in the American Psychological Association (APA). To confirm that these groups form a major part of our society, here are some exemplary figures: Latinas/os number 39.9 million, over 13% of the U.S. population and are the fastest growing racial/ethnic group in the United States; regarding the elderly, current projections suggest that by 2030 one in three Americans will be 55 years old or older; and persons with disabilities comprise about 15% of the U.S. population. Despite the national demographics of these and other marginalized groups, the representation of such groups remains low within membership of the APA. For instance, only 6% of members identify themselves as ethnic minorities, while only 1% of APA membership identifies as having a disability.

Among members of the APA Council of Representatives (C/Rs), only 6% self-identified as gay, lesbian, or bisexual (Salazar, 2004). It should be noted that the numbers of such groups actually in APA governance has increased, such that task force members were selected from a pool of APA members experienced in APA who could see the progress but also view the lapses.

APA President Ronald F. Levant, EdD, MBA, charged the task force with identifying ways in which the APA climate is unwelcoming to marginalized groups. Therefore, the task force resolution focuses on the climate within the APA as it affects membership recruitment and retention; representation in governance, in the professional literature, and as awardees; the development of future leaders within the association and the discipline; and other related areas of organizational functioning.

As a leading national association speaking to societal issues, APA has significant impact on society as a whole, and, therefore, so would the recommendations associated with the resolution. Any implementation steps accepted by APA will serve as a model for similar progress in other organizations and institutions. To the degree that APA influences the education, science, and practice of psychology nationally, positive change within APA will benefit psychology as a whole.

*2. Quality and quantity of psychological data and conceptualization relevant to the proposed resolution*  
*The Final Report of the Task Force on Enhancing Diversity in APA* forms the core background of the resolution by providing conceptual formulations and principles for guiding organizational change. The report's specific recommendations and associated resolution derive from the report's findings and data including those of: the U.S. Census Bureau; U.S. President William J. Clinton's Initiative on Race report; and the psychological literature on ethnic minorities, feminism, persons with disabilities, elderly persons, gay/lesbian/bisexual issues, and relevant literature on religious diversity. In addition, task force members are researchers, educators, and service providers with extensive knowledge of the empirical and theoretical literature in their areas of expertise. Thus, concrete illustrations regarding the climate within APA, recommendations relating to conflict resolution and reconciliation strategies, and conceptualizations of the process of change were derived from related psychological and organizational behavior literatures and represent the best views of the task force members, who were appointed by APA President Ronald F. Levant, PhD, MBA, in recognition of their various areas of expertise.

Task force members have extensive backgrounds in APA governance and state leadership; in formal conflict resolution consultation, including collective bargaining; and in education/research/administration/service delivery activities. Furthermore, in his "Introduction" to the task force report, President Levant, himself, states his own personal observations regarding the need for APA to consider how it is unwelcoming and the importance of developing strategies for changing this.

### *3. Likely degree of consensus among APA constituents*

In addition to their various areas of expertise, the task force members have credibility among the various constituencies they represented: ethnic minorities, persons with disabilities, lesbian/gay/bisexual persons, Muslim/marginalized religions, older persons, and women. Task force members also have been deeply involved in the appropriate APA divisions and

also active in APA governance such as the Board of Directors, the Council of Representatives, and various boards and committees. Indeed they were appointed by President Levant for their visibility as leaders, their first-hand knowledge regarding marginalized groups, their long experience within APA, and their constructive approaches. Such credibility and experience should serve to galvanize consensus about the need for the task force report and its recommendations and resolution.

*4. Likelihood of the resolution having a constructive impact on public opinion/policy, assessment, consultation, and training*

The underlying message of the resolution is that changes in climate toward greater inclusiveness and "welcomeness" have multiple positive outcomes for all participants in an organization. For instance, as the climate becomes more positive and welcoming, membership size increases; as membership increases, the financial condition of the organization becomes more favorable. As the funding becomes more positive, the nature of services can be expanded so as to increase outreach, improve development of resource materials and valuable education, training, and mentoring of future psychologists and APA members.

Industrial/organizational psychologists and consultants will verify that a positive climate is indeed essential to an organization or institution remaining viable and successful.

The task force members were charged with making recommendations for ways to enhance diversity and improve the climate for groups within APA. By taking those actions suggested by the report and its recommendations, APA should not only increase its welcomeness to marginalized groups, but also provide a model for change toward greater inclusiveness and effectiveness that can be used by other associations, organizations, and institutions. As a result, APA and Psychology are enabled to influence more persons and social institutions while facilitating the enrichment of society