



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

May 20, 1992

Albert C. Yates, Ph.D.
President
Colorado State University
Fort Collins, CO 80523

Dear President Yates:

On behalf of the Committee on Accreditation, I wish to express appreciation to you and the faculty of the doctoral training program in counseling psychology at the Colorado State University for the assistance and cooperation shown the site visit team representing the Committee when it reviewed the program on April 13-14, 1992.

In accordance with its operating policy, the Committee on Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. The recommendation which the visitors make to the Committee is described in our "Accreditation Procedures" as being advisory to, but not binding on, the Committee. Therefore, it is very important that the program carefully review the content of the report to ensure that the facts contained therein are correct and that the program's interpretation of those facts, if different from that of the site visitors, is made known to the Committee.

In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Committee's attention to any other appropriate information which you believe documents the program's quality in meeting the "Criteria for Accreditation."

The Committee will base its decision on the report of the site visitors, your comments in response to it, and your annual self-study report or application for accreditation. To ensure timely processing, we would appreciate your comments on the site visit report within thirty days. Thank you for your cooperation and continued support of education and training in professional psychology.

Cordially,

Laura Messenger
Laura Messenger
Accreditation Officer
Office of Accreditation

Enclosure

cc: ✓ Richard M. Suinn, Ph.D., Chair
Ernest L. Chavez, Ph.D., Director of Counseling Psychology Training
750 First Street, NE
Washington, DC 20002-4242
202 336-5500

Institution: Colorado State University
Ft. Collins, Colorado

Training Program: Counseling Psychology

Director of Training: Larry J. Bloom, Ph.D.

Department Name: Department of Psychology

Department Chair: Richard M. Suinn, Ph.D.

Site Visit Team: Norman Abeles, Ph.D.
Janice M. Eirk, Ph.D., Chair
Esteban Olmedo, Ph.D.

Dates of Site Visit: April 13 - 14, 1992

In August, 1987 the Office of Accreditation informed the Counseling Psychology Program at Colorado State University that it had been awarded full accreditation for a five year period. Four areas for continued attention were indicated. Following are the site visit team's observations regarding the program's response to those four areas:

(1) Increase financial resources - the program has been successful in obtaining financial support for every student who has requested it. Several of the funded slots are through the Tri-Ethnic Center, developed through a NIMH funding grant for training minority psychologists which was awarded since the last site visit.

(2) Attend to the recruitment and development of female faculty - at the time of the last site visit there were two female faculty members. Since then, the two women have been promoted to Associate Professor, however, one is on leave and the other is now involved on a parttime basis with the program. Two additional women have been hired, one of whom is hired on a one year temporary basis. Development of female faculty is a matter of some concern and is addressed within the text of the report.

(3) Upgrade the quality of research training - in response to this suggestion, the program has moved the research sequence to an earlier phase of the program, thus facilitating research progress. Several new research assistantship opportunities are available through the Tri-Ethnic Center. The majority of students are completing all requirements, including research requirements, within five years.

(4) Pursue the matter of research space and facilities - research space and facilities essentially are unchanged from the time of the previous site visit. The program is one of several on a waiting list for space available when the College of Business is scheduled to move (1994) but no specific commitment has been made.

I. Institutional Setting

The Counseling Psychology Program is housed in the Department of Psychology in the College of Natural Sciences. It has been accredited by the American Psychological Association since 1970. The program is clearly and publicly identified as a counseling psychology program. A recognizable and specific group of faculty have clear authority and primary responsibility for the program, and one person is designated as the director of training. The program's plan of study is an integrated one which ensures breadth of exposure to the general field of psychology, and it includes the training experiences appropriate to the practice of psychology, such as, supervised practicum, internship, and field placements.

Dr. Richard Suinn who has been department chairperson for the past 20 years announced recently that he will retire as chairperson after the 1992-93 academic year. A process is in motion to recruit a new department chairperson which will involve a national search.

II. Cultural and Individual Differences

The Counseling Psychology Program, as well as the Department of Psychology in general, have an exemplary record in the recruitment, retention and graduation of ethnic minority students. At the time of this site visit, 17 of the program's 50 students (34%) were members of racial/ethnic minority groups. The attrition rate for the current cohort (pre-1986 enrollments through 1991-92) has been less for minority students (17.6%) than for non-minority students (22%). Relatedly, the department's record reflects that from 1972 to 1991 it recruited and enrolled 59 racial/ethnic minority group students of whom 15 have completed their doctorate, 27 continue to make substantial progress, seven were terminated because of academic performance, and three have left for other reasons.

With respect to faculty, two of the 13 identified as part of the program's core faculty are members of a racial/ethnic minority group, however, their involvement with the program at the time of the site visit is minimal (0% for one and 20% for the other).

Female students number 34 and comprise 68% of the program's enrollment. Female faculty have increased from two to four since the last site visit, two of whom have been promoted to Associate Professor since 1987; however, both tenured female faculty have reduced their degree of involvement with the program (one is on extended maternity leave and the other's reduced involvement is related to personal circumstances and involvement with the Tri-Ethnic Center. The other two women faculty are an Assistant Professor hired in 8/91 and a temporary appointment hired in 1/91.

Training in multicultural diversity is one of the seven major

program objectives. A multicultural counseling course is required of all students, and there is intent to systematically integrate racial/ethnic diversity issues throughout the curriculum. The latter intent is not yet accomplished, however, as students reported that coverage of diversity issues depended more on the particular instructor than on any perceived attempt at systematic integration.

The Tri-Ethnic Center is the only multicultural substance abuse prevention center in the country. It provides model training opportunities for students and research opportunities for both students and faculty. This Center did not appear to be optimally integrated with the training objectives of the Counseling Psychology Program, however, even though four persons identified as part of the program's core faculty are funded through the Center.

The major weakness of the program vis-a-vis cultural and individual differences is the continuing need for senior faculty women. Given the large number of women students (34/50) it is essential that the program continue to address the issue of providing female professional role models. A related concern of the site visit team was a critical need for the program and department to create a climate that is conducive to the retention, advancement and promotion of women faculty. Reports from several sources suggested that women experience a "chilly climate" and do not have the kind of mentoring and support that communicates value and respect or that encourages retention. Some of the more disturbing reports related to the alleged mocking of maternity leave.

Another weakness is the general lack of availability of role models from racial/ethnic minority groups. The two minority men identified with the program have, in fact, minimal involvement with the program (0% and 25%). There are no ethnic minority faculty women associated with the program. As one student described the situation, "I feel I was courted during recruitment and then dropped shortly after I arrived."

Other areas in need of improvement include the need to (a) integrate such issues as gender, ethnicity and lifestyle into the overall curriculum (as opposed to coverage only in the Multicultural Counseling course), and (b) increase the availability of ethnically diverse clients in practicum settings. In fact, a common complaint voiced by students was that the program fails to meet their expectations about training in cultural and individual differences -- expectations that are high due to the program's national reputation in this area as well as the information students receive during the recruitment process. As reported earlier, diversity coverage in coursework seems to be more a function of individual faculty than of systematic integration. Ethnic minority group students reported that oftentimes in their classes the faculty instructor leaves it ~~up~~ up to them to educate

the class on cultural differences.

The site team judged the program to be in partial compliance with this criterion and noted the "chilly climate" for women, the lack of ethnic minority faculty available as role models and mentors, and the reported lack of integration into the general curriculum of values and knowledge pertinent to cultural and individual differences.

III. Training Model and Curricula

Practice and theory are integrated early in the program, and the required courses include both theoretical and applied components. Required practica during the second and third years (University Counseling Center and Psychological Services Clinic) also provide timely integration of theory. Students did express the concern that the first two years of the program are experienced as unusually heavy (in fact, "gruelling" by some accounts), and then relatively light thereafter. The site team noted that this was a concern raised by students during the last site visit.

Students develop an early identity with the profession of counseling psychology. The faculty is highly competent, active and involved in a variety of relevant activities.

This past year six students were admitted, and this appears to be an appropriate number of students when one calculates the actual FTEs as opposed to simply counting the number of persons identified as counseling psychology core faculty. In some years previously the program admitted as many as 14 students, and 10 students are being admitted this year. The variability in past admissions is a function of the admissions procedures; namely, the program apparently admits a number of students without funding in the expectation that non-funded students will not accept admission. When in fact those students do accept admission, the program has found itself with a larger incoming class than anticipated and with a number of students who are in need of funding. This policy needs further examination.

Three years of full-time graduate work are required under Criterion III.C; many students take four years of work prior to internship training. While students are expected to develop areas of specialization, students find this to be difficult to accomplish in view of the rather heavy required load. Training in specific counseling psychology skills is offered in the curriculum. Students also have an opportunity to take courses in clinical neuropsychology and in projective techniques. Elective courses provide training in program evaluation and consultation.

Scientific and professional responsibility are emphasized in

the program and students are informed about licensing procedures. Some students expressed concern that they were insufficiently informed about the expectations of internship agencies, and a meeting each Fall on this topic would seem to be advantageous.

Access to related fields is limited by the number of required courses, and it appears that most students are not able to take full advantage of those opportunities. There is little if any contact between counseling psychology students and other departmental courses beyond the required core competency courses.

Students receive training in specific skills, such as, psychodiagnosis and psychological assessment (both group and individual). It should be noted, however, that the opportunity for formal, "battery based" assessments are limited and students write few comprehensive assessment reports.

A major concern expressed by many of the students regarding intervention was the lack of opportunity to work with minority group clients. This is somewhat perplexing not only to the non-minority group students but also to the minority group students who believe that they should have greater exposure to working with diverse clientele. CSU's enrollment of minority group students is approximately 8%; the Counseling Center estimates that about 10% of its clients are minority group members. Those percentages suggest that trainees receive limited exposure to the minority group population. The program may wish to consider alternate ways for students to have the training opportunity of working with diverse clientele.

Research training is appropriate and adequate although essentially there are no laboratory facilities and research space is at a premium. A sampling of dissertations indicated that students engage in a variety of research areas and methodologies.

Student development is monitored and evaluated, although a review of student folders indicated that clinical evaluations are not systematically monitored by the Training Director and kept in the students folders. In the case of the Counseling Center, practicum evaluations are maintained in their file system. Students are provided general feedback of their progress via letter and individual conferences with their advisor. Doctoral comprehensives are required as is an internship readiness examination modeled after the diplomate examination of the American Board of Professional Psychology. There also is a well developed program to develop competency in teaching which includes thorough evaluations and appropriate mentoring.

Most students appear to be practice oriented, although the faculty clearly are scientist-practitioners. The faculty may wish to consider selecting students who have a closer match to the research interests of faculty members. Nonetheless, current

students appear to be interested in research and they complete their overall program in a timely manner. Funding for research still is somewhat limited despite the fact that there are several research opportunities at the Tri-Ethnic Center and through faculty research projects (e.g., the anger lab). There is a need to continue to encourage more research efforts by students, but there also is a shortage of funds.

Models of training are specified clearly in the departmental brochure, and the Self Study provides a detailed description of the program.

Faculty-student relationships seem quite variable. For example, some first year students expressed the concern that after eight months in the program there were faculty who still did not know their names. Other students commented that they had very good working relationships with faculty. Of most concern to the site team was a strong view expressed by a number of students that they often felt "caught" in the crossfire of intra-faculty tensions. A number of students perceived that some faculty played them off against one another or against other faculty, and thus, they felt manipulated.

The site visit team judged the program to be in partial compliance with this criterion and noted (a) the limited exposure to diverse clientele through the practica, and (b) the variability in faculty-student relationships and the perceptions of some students that they are disadvantaged by the personal and interpersonal problems of the faculty.

IV. Faculty

There are 6.6 FTEs directly involved with the Counseling Psychology Program, with a total of 13 actual faculty members, 12 of whom are on tenure track appointments. There are an additional ten faculty members (1.46 FTE) who have minor involvement with the program ranging from .085 to .45 FTE.

At the time of the site visit Dr. Larry Bloom (.75 FTE) was the Acting Training Director. The Training Director since 1989, Dr. Ernest Chavez (.20 FTE), is on a temporary leave from that role due to a potential personal conflict situation as well as his major time commitment to the Tri-Ethnic Center. It is the judgment of the site visit team that the potential personal conflict situation will continue to exist next year as well, thus raising question of the advisability of Dr. Chavez returning to the role of Training Director in Fall, 1992.

The faculty is a very strong group of professionals. Twelve of the 13 are licensed, three have ABPP diplomate status, and four are fellows in one or more APA divisions. Many of the faculty have

well-established national reputations as evidenced by their publications, large federal grants, and positions of leadership in state and national professional associations. The written record, the observations of the site visit team, and the majority of student comments all point to a faculty eminently qualified to model as well as implement the scientist-practitioner training model adopted by the Counseling Psychology Program. Discussions with faculty in other departmental programs, as well as interviews with the College Dean, the Graduate Dean, and the Provost confirmed that the Counseling Psychology program and its faculty are held in high esteem, and, in fact, are seen as a model for doctoral level education.

The site visit team noted two major weaknesses concerning Criterion IV. First, although the faculty are of high quality, they have multiple commitments to administration, the Tri-Ethnic Center, and many other professional endeavors. Thus, the FTE of core faculty actually devoted to the program does not appear sufficient to meet the needs of the expanding student body. A common complaint voiced by students was that of faculty availability and support, especially after the first two years of the program. There was a general sense that after the first two highly structured, requirement-loaded years, students are "deserted," left to implement their own education and arrange for their own supervision.

The second weakness, referred to earlier under Criterion II, concerns the situation of women faculty in the program and the department. Although the team did not see evidence of systematic exclusion for hiring, promotion or rotation on the basis of individual differences, the team did observe remaining issues of sensitivity and responsiveness to the particular concerns of women faculty. These issues have remained salient, are apparent to students, and generally undermine the quality of the workplace and the training environment.

The site visit team judged the program to be in partial compliance with this criterion and noted the question of (a) faculty availability and support, and (b) sensitivity and responsiveness to the particular concerns of women faculty.

V. Students

The site visit team met with approximately 32 students, in three groups of approximately 10 each. Level of student ranged from Year One to ABD. They appeared to be bright, energetic and lively in their exchange with the site visit team members and with one another. We noted that faculty in the department who are not part of the Counseling Psychology Program described the students as bright, very strong academically, and successful in their core psychology courses. The data presented in Table 6 confirms that

impression. The department faculty noted as well that although the students seem interested in doing research, time constraints imposed by the heavy courseload and the emphasis on skill-building preclude much involvement in research. Consequently, they perceive few of the students inclined, or competitive, for academic positions.

The selection of students is handled through a Selection Committee comprised of faculty and student representatives. The brochure used to describe the program is comprehensive, clear and accurate. It fully describes the program's goals, training resources, degree requirements, and other characteristics of the program, such as, faculty research and professional interests, student demographics, nature of financial aid, and the like.. A culturally diverse student body is valued and actively recruited by program faculty. Currently, 17 of the 50 students are from racial/ethnic minority groups: an impressive and exemplary ratio of minority group students to total student body.

Student evaluations appear to be done systematically and regularly, however, documentation of the evaluations were not consistently maintained in the students' files. As mentioned earlier, this was particularly true of practicum evaluations which, for any given student, could be located in one of several places (e.g., student file, advisor's file, Counseling Center, etc.).

In our small group meetings with students, much of their focus was on the areas they would hope to see improved, and which have been described in this report earlier, namely, demands of the curriculum, student/faculty relationships, and integration of multicultural issues in the curriculum. They were quite clear also about aspects of the program which they value, such as, the comprehensiveness and quality of the training, the reputation of the program, and the esteem they feel from being part of the program. Just as clear was their respect and valuing of the faculty as a whole -- which we believe may be related to their distress about not having more frequent and supportive contact with the faculty.

The site visit team judged the program to be in full compliance with this criterion.

VI. Facilities

The facilities seem adequate in terms of faculty office space, teaching space, in-house practicum space, and observational resources. The University Counseling Center is housed in the same building as the Counseling Psychology Program, such that students and faculty have easy access to the Center personnel, audio-video equipment, and practicum facilities. Adjacent to the Counseling Center is the Psychological Services Center, the department's

facility, which shares a client waiting area with the Counseling Center. It appeared to be modestly furnished, contain necessary and appropriate resources, and be adequately staffed. Compared to the Counseling Center, it does not have, of course, the same level of financial and clerical support, but it does appear to have the necessary support for adequate practicum training.

Research space for faculty and students is very limited. The building which houses the Department of Psychology seems stretched to its capacity, and additional space simply is not available. The department is on the waiting list for additional space, as mentioned earlier, when the College of Business is scheduled to be moved in 1994. At this time, no one has made to the department (or to the site visit team) any commitments for future space.

The site visit team judged the program to be in compliance with this criterion, but noted the lack of committed research space for faculty and students.

VII. Practicum and Internship Training

Practicum training begins in the second year at the University Counseling Center. Entry into the practicum is preceded by a year-long course in interviewing (previously this was only a one-semester course). Counseling Center staff members have joint appointments in the Department of Psychology and are encouraged to attend Counseling Psychology meetings.

The Counseling Center practicum provides little opportunity for formal assessment or for the writing of assessment reports. There also is no opportunity currently for systematic experience in vocational and career counseling since career counseling occurs in a separate section of the Counseling Center and does not provide experiences for practicum students. The Counseling Center limits contact to five sessions per client per semester. Practicum students, however, are exempt from this restriction. The Counseling Center also has initiated a fourth year practicum opportunity for students who desire it. From the students' perspective, the fourth year (advanced) practicum has been problematic. Many of the students seek that opportunity and wish to have it appear on their transcripts. Since Center or faculty supervisors are not available for that fourth year experience, students have had to recruit, at times, their own supervisors and pay for their services -- in addition to paying for the practicum course credits. It is understandable, from the program's perspective, that faculty members cannot be expected to supervise large numbers of students beyond the required practicum sequence. It may be helpful, however, for them to evaluate whether or not externship experiences ought to be listed on a student's transcript if faculty are not fully aware of the training experience.

Programmatically the training includes two years of required practicum. The second year practicum takes place at the Psychological Services Center, which is coordinated by Dr. Cole and which serves a community population. A limited amount of research opportunity is available through the Center. The program may wish to evaluate whether it wishes to expand that research potential so that students can take advantage of a possible data source. The practicum experience is generally characterized by a close working relationship between supervisors and students. Also, both the Counseling Center and the Psychological Services Center provide a varied array of training experiences.

Practically all students secure APA-accredited internships. Exceptions occur when students, for one reason or another, are limited to the Ft. Collins area. Non-accredited sites must be approved by the program faculty. Of the internship agencies selected during 1990-91 and 1991-92, none of the students went to Counseling Center internships; instead, they selected community mental health centers and hospitals for their internship placements. The program maintains an internship file, but students were uncertain whether they were informed of internship expectations. The program also maintains a file of all internship evaluations.

The site visit team judged the program to be in compliance with this criterion.

VIII. Conclusions and Consultative Guidance

The Counseling Psychology Program at Colorado State University is a longtime established program which developed a strong foundation and has extended its strengths in numerous ways. Among the most noteworthy strengths of the program are the following:

- (1) An exemplary record in the recruitment, retention and graduation of ethnic minority students;
- (2) A comprehensive curriculum which integrates theory and practice;
- (3) Quality faculty who are exemplary teachers and are productive in terms of scholarship and professional service, many of whom have achieved national recognition and have assumed national leadership roles; and
- (4) Students of consistently high calibre and promise.

The areas in which the site visit team noted criterion-related deficiencies are:

- (1) Lack of available ethnic minority faculty as role models and who are deeply involved with the program;
- (2) Lack of integration of multicultural issues throughout

the total curriculum, didactic as well as practice;

(3) Lack of support and responsiveness to concerns of female faculty; and

(4) Faculty relationships and interactions with students which appear to be compromised by the faculty's personal and interpersonal struggles.

The site visit team recommends that the Counseling Psychology Program at Colorado State University be fully accredited, but that the next regularly scheduled site visit should be made in three years.

JLA C-Section Corres(APA Site Visit Schedule)

APA SITE VISIT SCHEDULE

Monday, April 13, 1992

- 8:00 - 8:50 Dr. Larry Bloom, Director of Training
Counseling Psychology Program
Room C-41
x5214
- 9:00 - 9:50 Dr. Richard Suinn, Department Head
Department of Psychology
Room C-71
x6364
- 10:00 - 11:30 C-Section Faculty
Room C-72 (Meet in this room first)
Rooms C-45 and C-10B (For Small Groups)
- 11:45 - 1:00 Lunch - Drs. Bloom, Suinn and other C-Section
Faculty
- 1:15 - 2:00 Dr. Dean Jaros/Dean of the Graduate School
208E Administration Annex
x6817
- 2:15 - 3:00 Dr. Elnora Gilfoyle, Provost/Academic V.P.
108 Administration Building
x6614
- 3:15 - 4:15 C-Section Graduate Students
Room C-10B

Tuesday, April 14, 1991

- 8:00 - 9:00 Breakfast
- 9:00 - 9:45 Dr. John Raich
Dean, College of Natural Sciences
408 University Services Building
x6864
- 10:00 - 10:45 Dr. Charles Davidshofer, Director
Dr. Patricia Vigil, Training Director
University Counseling Center
Room C-25
x6053
- 11:00 - 12:00 E and I/O Sections Faculty
Room C-68
- 12:30 - 2:00 Site Visitors (Working Lunch)
Room C-45
- 2:00 - 3:00 Feedback Session With C-Section Faculty
Room C-68

Laura Messenger
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American Psychological Association
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Washington, D. C. 20002-4242

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Dear Ms. Messenger:

June 11, 1992

This letter represents the formal reaction from the Counseling Psychology program at Colorado State University in response to the site visit report issued to us on May 20, 1992. Obviously the faculty are pleased with those very positive statements made by the site visit team such as: a) the "exemplary record in the recruitment, retention and graduation of ethnic minority students," b) a "comprehensive curriculum which integrates theory and practice," c) a "well developed program to develop competency in teaching which includes thorough evaluations and appropriate mentoring," d) "Quality faculty who are exemplary teachers and are productive in terms of scholarship and professional service, many of whom have achieved national recognition and have assumed national leadership roles," and e) "Students of consistently high caliber and promise." The changes put into place as a result of the prior site visit recommendations were also acknowledged by this year's team.

The site visit team recommended full accreditation, with a re-evaluation to be conducted in three years instead of five. The report reflects several reasons for a three-year review, emphasizing the following:

1. A continuing need for senior faculty women,
2. A need for the program and department to create a climate that is conducive to the retention, advancement and promotion of women faculty,
3. The lack of availability of role models from racial/ethnic minority groups,
4. The lack of integration of multi-cultural issues throughout the total curriculum,
5. The need to increase the availability of ethnically diverse clients in practicum settings,
6. The view that faculty-student relationships were variable, and perceptions of some students suggesting that they are disadvantaged by the personal and inter-personal problems of the faculty.

It is our opinion that while some of these suggestions are valid, others are presented without foundation and, in fact, based upon non-representative data. Further, the report does not present a systematic link between the program's perceived weaknesses and the need for a three-year instead of a five-year review.

Finally, some of the criticisms are based upon inaccurate information which renders the conclusions somewhat questionable. In the remainder of this letter, I will attempt to clarify our position and reactions to the specific criticisms.

Regarding the gender issues: there was expressed a need for senior women faculty; possibly a criticism could apply to most accredited programs given the national data on low numbers of senior women currently in academia, rather than being a description of our program alone. The site visitors should not have focussed on the numbers of senior women in our Department, but on how well the Department has advanced women who have been hired. Of the 12 most recent Departmental hirings, 8 were women, 1 a minority male, and 3 majority males; hence, 75% of new hires were women/minorities, demonstrating a commitment to diversity. After the site visit another woman faculty was added. Of the Departmental women faculty eligible for promotion from Assistant Professor to Associate Professor (all new hires were at the Assistant level), all were promoted on time except one - she was promoted two years later. Of the women faculty eligible for tenure, all earned tenure on time. The Department cannot be expected to have a better record than this in setting an environment for development and advancement of women towards the senior level. It is conceivable that a Department might be asked to make a special case of early promotion for women faculty; however, our male faculty have not been offered such special opportunity. If we consider the Associate Professor level with tenure as a "senior position," then the Department and the Counseling program do have such women role models available.

If we look at the Counseling program specifically in terms of the recruitment of women faculty: at the time of the last site visit in 1987, there were two women Assistant Professors teaching in the Counseling program. At the time of the present site visit in 1992, both women were promoted to Associate Professor and tenured in a timely way. They are full-time faculty members although one has been on maternity leave at her request - perhaps this is a common practice for all University systems, but it was our way of being sensitive to gender needs.

Since the last site visit in 1987, two more Counseling women faculty have been hired, one of whom is on a non-tenure track. Since the present 1992 site visit, we actually have hired an additional full-time non-tenure-track woman faculty. Therefore, next year five full-time female faculty members will be teaching in the Counseling program. It can be concluded, therefore, that the Counseling program has filled its vacancies with women faculty in an attempt to fulfill an important commitment, although male candidates were available.

The data also clearly support the retention of female faculty. Since the last site visit no female faculty has resigned. The data also support the advancement of female faculty. As stated above, all female faculty who have been up for promotion and tenure have been successful since the last site visit. It is surprising then to read that the Counseling program and the Department have a weakness

in their attraction, retention, advancement, and promotion of female faculty when the objective data speaks so cogently to the opposite conclusion.

The site visitors speak to a "chilly" environment for female faculty members. It is not clear what they mean by the term "chilly" or the way in which this suggestion was documented. The Counseling program and the Department have been supportive of women. For example, all new faculty, the majority of whom have been women, are connected to a more advanced mentor who helps them with professional advancement issues; and as had been stated earlier, all women advanced in an on-time fashion except one (who was promoted later). One Counseling woman faculty was supervised by a senior male faculty in her private case load in order for her to qualify for independent practice licensure. This extra effort was not a part of the Departmental or Counseling program's assignments, but was a contribution of time over and beyond normal duties. One woman faculty member in the Counseling program was recently allowed a load reduction to help facilitate her already busy research schedule. A second woman faculty member in the Counseling program was offered opportunities to participate in major grant activities which she chose to do. Another woman faculty member received additional summer funding this summer to facilitate her research activities. One of the senior male faculty arranged for still another woman faculty to meet with a grant PI so that her special expertise could be made known. As a result of this discussion, the PI now sees the contribution she can make and a joint project is being planned that would not have otherwise been available. Women faculty in the Department have co-authored research articles with several male faculty and worked collaboratively on research teams. As indicated earlier, leave time was approved for a woman faculty to permit her to spend more time with her new infant. A woman faculty member from the Industrial/Organizational Psychology program was offered the chance to be the Associate Department Head which she turned down in order to put her efforts toward candidacy for Full Professor. The Department Head, upon knowing of the interest of a woman faculty in APA activities, personally arranged for her to make contact with several women leaders in the APA Division representing this faculty's interest. This contact evolved such that the faculty person has been involved with Divisional committee activities. Women faculty have been provided with laboratory equipment, personal computers, and the opportunity to select their mentors annually. The department successfully argued to the Provost for an additional faculty position when a qualified woman Experimental Psychology candidate was identified and cost shared in the initial appointment but will assume the entire salary responsibility later. It is true that the Counseling program has had some interpersonal difficulties as a group which, at times, has created conflict within our working environment. It is difficult to know if this is the source of the gender complaint, since the site visitors did not indicate the nature of their data. However, to automatically assume that interpersonal difficulties are a reflection of gender insensitivities or gender bias would require much clearer documentation than provided in the report. Further, it is our belief that a more accurate reflection of our climate could have been obtained had the

site visitor's had the time to ask us for more information, and also interviewed a larger number of women faculty. Regarding the interpersonal issues involving some faculty, the Counseling program has plans for an intensive two-day retreat this summer, funded by the Department, and with the guidance of an outside retreat facilitator.

Finally, climate is sometimes evaluated by salary raise information. The attached Tables document the very fair treatment of women faculty not only when considering the aggregated means of men versus women, but also when individual salary increases are examined. Over the years, the data show that it was not uncommon for women faculty at the Assistant Professor level to receive higher salary raises than many male Full Professors!

The lack of availability of our minority faculty as role models was also cited by the site visitors as a deficiency. The foundation for this criticism appeared to be that these individuals had minimal involvement with the program (0% and 25%) as interpreted by assignment of teaching duties or percentage of funding on Departmental funds. Dr. Suinn, for example, is listed as full time in administration and not listed as teaching specific courses in the Counseling curriculum. Dr. Chavez is listed as being 75% time on grant funding and only 25% time on Departmental funding. This criticism is based upon data representing salaries but not actual availability; therefore, the conclusion is not accurate. Both of these individuals have been directly available to students, have had a great deal of interaction with students, especially minority students, have supervised practicum and have participated as chairs and members of thesis and dissertation committees. Dr. Chavez has been one of the most available of all faculty members during the past 10 years. During the past year for example, Dr. Chavez taught three courses, supervised practicum in the Psychological Services Center, is the primary advisor for five Ph.D. students (four of them minority students), was co-advisor for two Masters students (both ethnic minorities) and worked with other students in the Tri-Ethnic Center. Until late summer, he was also chairperson of the Counseling program. Dr. Suinn, although being full time in administration, has served as consultant with several minority students on their research or involved them in his research including co-authoring several recent publications with them, personally enabled minority students to become associated with the APA Graduate Student Association (one was initially nominated for election as an officer, another was appointed to the Committee on Ethnic Minority Affairs and is receiving Departmental funding for her APAGS dues and attendance at the APA convention), and supervised one minority student on a counseling case. He also developed the means for several of these minority students to have an article published in the Division 45 newsletter as senior authors, and made a contact with a psychologist in Hong Kong that enabled a student to plan a dissertation collection site. Hence, he has also been more than involved with the graduate students as a role model. Moreover, some of the minority students have articulated the importance of having an ethnic minority person serving as Department Head. Therefore, we conclude that the

criticism of lacking minority role models is inaccurate since the conclusion was drawn on the basis of inspection of duties or funding source, and did not access the relevant information of just how much contact the minority faculty have provided with the students. Both minority faculty in the Counseling program are senior level in rank: one a full professor and Department Head, the other an Associate Professor and former Chairperson of the Counseling program. Finally, the senior staff members from the University Counseling Center have faculty appointments in the Counseling program, teaching courses as well as offering supervision. Such staff also bring diversity role models in the areas of ethnicity, gender, and sexual preference as three of the staff on faculty appointments represent each of these diverse groups themselves.

The lack of integration of multi-cultural issues throughout the overall curriculum and the need to increase the availability of ethnically diverse clients in practicum settings are valid criticisms, especially given our success in recruiting minority students to our program. We did create a multi-cultural course, required of every student and we have asked every faculty to address these issues in their courses. However, to date, the inclusion of these issues in graduate courses has been a matter of faculty choice; some faculty appear to be more sensitive to the issues than others. It appears we need to more systematically include these relevant issues and require them in all graduate courses. However, regarding the integration of multi-cultural issues throughout the entire curriculum, the site visit report appears to weight this very heavily as a criterion deficiency, even though recognizing that the program does have a required course and content is covered in some, but not all, courses. Their weighting of this topic appears related to their statement that "Training in multi-cultural diversity is one of the seven major program objectives", and apparently the visitors believed that this one stated objective should drive the program. It is more accurate to indicate that: a) our program in its self study identifies our major identity as providing "the scientist-practitioner model" (self-study, page 1, Training Model Objectives) with the "goal of the Counseling program to train students to provide broad-based psychological services in public sector settings serving troubled children, adolescents, and adults" (self-study, page 2, Training Model Objectives). Hence the program has not identified itself as uniquely emphasizing training in multi-cultural counseling, nor was the primary goal stated as such. Instead, the primary goal is more broad, as seen in the prior direct quote. However, it is accurate that the self-study did identify "eight basic educational/training objectives" one of which was "knowledge and sensitivity to issues related to working with diverse populations" (note: the self-study listed eight, not seven objectives although the site visit report states there were seven). It appears that this was the context out of which the site visitors weighted the topic of multi-cultural content in the curriculum. If so, then a second reading of the self-study will make it clear that the lack of integration in all courses should not be weighted as heavily in the accreditation decision.

Similarly, the criticism was listed under the criterion of "Cultural and Individual Differences." In the APA Accreditation Handbook, this criterion appears to be satisfied if a program shows activities in "faculty recruitment and promotion, student recruitment and evaluation, curriculum, and field training" (page B-4). At no point is there a stated requirement that the diversity topic must be integrated into every course or every practicum. Therefore, although we agree that we could well improve on curriculum and practicum coverage on multi-cultural issues, nevertheless, we do contend that the site visitors set a higher standard for us to meet than is appropriate.

The site visit report also failed to recognize our other activities which address minority issues and exposure to minority clients. For those students seeking special exposure to ethnic minority clients, the Counseling program does offer excellent placements in Denver, Colorado. For example, as the self-study pointed out, two students took advantage of practicum placement in the Asian/Pacific Center for Human Development since the last site visit. Other agencies with minority clientele have accepted students; however in one case, a minority student rejected doing a practicum in the Denver Alternative Youth Center involving all Hispanic youth because of having to commute the 45 miles to Denver, even though he had complained about not receiving more minority client experiences. On the other hand, all NIMH funded trainees have been required to accept placements in minority agencies, most being accomplished during summer assignments, by the students moving to the designated city. In addition, guest workshops and speakers have covered multi-cultural or diversity topics (Derald Wing Sue, D.J. Ida, Silvia Canetto on multi-cultural topics; Wasberg on Men's Therapy, Moore on Incest, Bandetaeye on Sexual Assault, McNamara on Rape); again this was described in our self-study. Our self-study also documented that, among the doctoral dissertations, three have been on ethnicity and two others on women from a total of 25 dissertations, i.e., 20% were on ethnic minorities or women. Further, the Department Head has been a strong ethnic role model. He has organized meetings with all minority students to discuss ways in which the department could facilitate their education and has shared his experiences as an ethnic minority scientist/professional. Through his efforts, several outstanding minority psychologists have been on campus and interviewed on videotapes regarding their experiences; the videotape interview content is aimed at role modeling and advice for minority students. Both men and women were interviewed (list is in the self-study). A 'brown-bag' discussion session exists to meet needs for discussion of ethnic minority issues. We have also made special efforts which have been successful to increase the fellowship funds for minority students. For instance, we have been one of only twenty training programs in the country to maintain an N.I.M.H. minority training grant. Minority students have been especially supported by APA Minority Fellowship funding with major cost sharing from the University. Funds have also been earned by the Department for minority fellowships from the Patricia Roberts Harris fund, and this year received the highest rating for any Department, even when evaluated against the more stringent criteria used this

year, based upon the environment of the Department. The Tri-Ethnic Center has provided special experiences for students to be exposed to ethnic issues leading to at least three Masters and one doctoral dissertation. Furthermore, our women faculty and a large number of women graduate students have enhanced sensitivity to gender as a diversity issue. In checking with the minority students who have graduated from the program in the last ten years it appears that all of them except two are primarily providing services to a large number of ethnic minority individuals.

Returning to the criticism of the site visitors that the program only partially met the "Cultural and Individual Differences" criterion, the site visitors themselves stated we are outstanding in "recruitment, retention, and graduation" of minorities. The site visit team alluded to the fact that we have a "national reputation" for attracting minority students and noted that the attrition rate for minorities was lower than that for non minorities. On the other hand, the site visitors feel that the need for diversity in all courses, and to have greater numbers of ethnically diverse clients in practicum settings is a strong enough criticism to warrant a three-year instead of five-year review. Our previous paragraphs have offered our response to such criticisms. The paradox which one site visitor verbally shared with us was the observation that, "If you had not been successful in recruiting minorities, you wouldn't be faced with anyone complaining; you're a victim of your own success." We think the recommendation to integrate diversity into all courses and not just one is a useful request, as well as the importance of increasing exposure to minority clients; however, we do not believe that such criticisms justify re-evaluation in three instead of five years. Instead our feeling is that the site visit committee overly weighted their criticism, set a higher standard than normal, and overlooked many of our activities that were cited in the self-study report.

The variability of quality of some faculty/student relationships and the perception of some students of being disadvantaged due to personal problems of faculty were also mentioned. Certainly, faculty-student relationships will vary within any program across the nation; some programs are more successful in having students feel comfortable about their level of relationship with their faculty and this seems to be a result of many factors, such as personal styles, backgrounds, commonality of interests, match of expectations, difference in needs, etc. It is likely that any site visit team evaluating any program would validly perceive a variability of faculty-student relationships. We do not see this as uncommon and would have appreciated more concrete information to document the nature and level of the perceived problem. However, we do consider it valid that a few students have experienced difficulty due to some faculty who were in conflict with one another. We see this only to have existed for a few students and do not see the link between this perception and the need for a three-year review, especially since there was no documentation on how widespread this issue was perceived to be. Finally, the Counseling faculty have planned a retreat to address gender topics, methods for increasing collaborative

styles, and conflict resolution skills. The position of chairperson of the Counseling program will continue to be filled by the undersigned, who is in the best position to follow-through on faculty-faculty relationship issues, and who already has met with individual women faculty to develop further insights into gender considerations.

A number of student issues were cited although not identified as the major criticisms of the site visitors. To the observation that second year students experience a heavy course load, the Counseling program has moved the research method course to the first year in order to enable students to begin work on their Masters thesis earlier, one task which has been part of the load problem. Procedures have also been set in place for early matching to a permanent advisor and an orientation course during the first year. Previously a pre internship meeting had been required to help students, but dropped when the feedback from students was that they no longer felt they needed the experience. The current group of students appears to be saying that such an experience would be valuable; hence there would be no problem in re-establishing this meeting. The site visitors suggested that a large number of students are offered admission but some are not offered funding in the hopes that they will turn down the admissions. This is inaccurate. The faculty, as a commitment to offering some funding to first-year students, actively set aside some assistantships for this purpose even though there are deserving advanced students who would be appropriate for these assistantships. Since there are not large enough numbers of such assistantships, not all applicants are offered funding. Those who accept admissions are therefore insured of the assistantship; however, if they turn down the acceptance, then the assistantship offer is available for an unfunded applicant. There is no intent on the part of the faculty to withhold funding as a means of discouraging a student from enrolling.

I trust you will give this reply serious consideration. We will continue the process of trying to improve and pursue in an on-going fashion self-examination and work towards changes as we have done before, based upon site visitor's recommendations. Please consider the evaluation in the context of: a) what should be legitimately required of any program as the minimum for accreditation approval, and b) to what degree are the site visitor's criticisms such as to justify a three- instead of a five-year renewal? In our response we have tried to document our belief that a five-year period before formal re-evaluation seems a more appropriate, reasonable, and helpful interval of time. We do appreciate this process and your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry J. Bloom", with a long horizontal flourish extending to the right.

Larry J. Bloom, Ph.D.
Director, Counseling Psychology Program

TABLE 1

ANNUAL MEAN SALARIES BY GENDER BY RANK, ASSISTANT AND ASSOCIATE PROFESSORS*

	Mean Salary Increase	
	Male	Female
<u>1988 - 89</u>		
Assistant Professor:	\$2,400	\$2,875
Associate Professor:	2,450	-----
<u>1989 - 90</u>		
Assistant Professor:	2,266	2,467
Associate Professor:	3,100	3,500
<u>1990 - 91</u>		
Assistant Professor:	2,100	2,300
Associate Professor:	3,233	3,967
<u>1991 - 92</u>		
Assistant Professor:	1,950	2,100
Associate Professor:	2,000	2,375

* Since there are no women Full Professors, means are reported only for the Assistant and Associate Professor ranks.

SUMMARY: If there was discrimination against women faculty, the above salary data do not support this hypothesis. Instead, the climate for women as reflected by salary would appear to be a positive one.

TABLE 2

ACTUAL DOLLAR SALARY INCREASE
FOR LOWEST WOMAN FACULTY VS. MALE FACULTY

1988 - 89

Female Assistant Professor vs. Male Full Professor: the lowest woman Assistant Professor received \$1,800 increase, which is higher than 1 male Full Professor and only \$100 lower than 2 male Full Professors

1989 - 90

Female Assistant Professor vs. Male Full Professor: the lowest woman Assistant Professor received \$2,400 raise, which is higher than 3 male Full Professors and equal to that of 2 male Full Professors

1990 - 91

Female Assistant Professor vs. Male Full Professor: the lowest woman Assistant Professor received \$2,100 raise, which is higher than that of 2 male Full Professors and equal to that of 1 male Full Professor

1991 - 92

Female Assistant Professor vs. Male Full Professor: the lowest woman Assistant Professor received \$2,000 raise, which is higher than that of 10 male Full Professors and equal to that of 2 male Full Professors

SUMMARY: The data show that the women Assistant Professors often exceeded male Full Professors in actual salary raises.

TABLE 3

RANK ORDERING OF INDIVIDUAL FACULTY
AT EACH PROFESSORIAL RANK BY GENDER

<u>1988 - 89</u>	
ASSISTANT PROFESSOR:	Rank 1 (highest increase) - woman Rank 2 - woman Rank 3 - male Rank 4 - woman Rank 5 - woman
<u>1989 - 90</u>	
ASSISTANT PROFESSOR:	Rank 1 (highest increase) - male Rank 2 - two women tied Rank 4 - woman Rank 5 - male Rank 6 - male
ASSOCIATE PROFESSOR:	Rank 1 (highest increase) - male Rank 2 - woman Rank 3 - male
<u>1990 - 91</u>	
ASSISTANT PROFESSOR:	Rank 1 (highest increase) - two women tied Rank 3 - male Rank 4 - female Rank 5 - male
ASSOCIATE PROFESSOR:	Rank 1 (highest increase) - male, female tied Rank 1 (highest increase) - male, female tied Rank 3 - female Rank 4 - female Rank 5 - male Rank 6 - male
<u>1991 - 92</u>	
ASSISTANT PROFESSOR:	Rank 1 (highest increase) - female Rank 2 - female, male tied Rank 4 - male
ASSOCIATE PROFESSOR:	Rank 1 (highest increase) - female Rank 2 - female Rank 3 - male Rank 4 - male Rank 5 - female, female, male tied

SUMMARY: The data show a trend favoring women. There were 6 women ranked #1 or tied as #1 rank versus 3 men who ranked #1 or tied as #1 rank.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

August 5, 1992

Dr. Albert C. Yates
President
Colorado State University
Fort Collins, Colorado 80523

Dear President Yates:

I am pleased to inform you that this association's Committee on Accreditation, during its meeting on June 26-29, 1992, awarded full accreditation to the doctoral program in counseling psychology at Colorado State University. In so doing, the Committee scheduled the next accreditation site visit to be held in three years, during academic year 1994-1995.

During the interim, the program will be listed annually among accredited programs of professional psychology in the American Psychologist. The Committee also encourages you to share information about your program's accredited status, and evaluative reports related to the same, with appropriate agencies and others of the public in a manner consistent with policy guidance on disclosure and confidentiality set forth by the Council on Postsecondary Accreditation.

The Committee's decision was based upon its review of the program's self-study report submitted during academic year 1991-1992, the report of the team that site visited the program on April 13-14, 1992, and the program's thorough response to the site visit report forwarded by letter of June 11, 1992.

The program demonstrates substantial compliance with the APA "Criteria for Accreditation," implemented in a manner consistent with its publicly stated goals and objectives. Faculty are exemplary in their achievements as scientist-practitioner counseling psychologists, appropriate to the model espoused by the program. Also commendable is the program's success in recruiting and graduating ethnic minority students. Indeed, developing competencies in multicultural research and practice seems to be among the program's major objectives. The Tri-Ethnic Center is an excellent example of that emphasis.

A major concern to the site visitors is the "climate" of the program, in regard to relationships among faculty and how those in turn affect faculty-student relationships. The program, in its reply to the site visitors' report, questions the validity of the site visit team's concerns. This is a central issue to the quality of any program, consequently, the Committee

could not dismiss the perceptions shared with that team about program "climate" issues, especially those related to women faculty and variable student-faculty relationships, matters of relevance to APA Criteria II, III, IV, and V. Even the program acknowledges that it intends to address these matters in its faculty retreat. This seems to the Committee to be a critical matter for this program to resolve. Also, in light of the fact that the department chair of twenty years will retire next year, another on-site visit in three years, as recommended by the site visit team, seems appropriate to assess the progress made in that regard.

There are other serious issues that need to be addressed, as well, in the Committee's judgment prior to the next visit. They are:

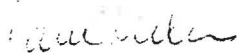
- a. The need to ensure availability of ethnic minority faculty role models for students and ensure that the program's multicultural emphasis is more clearly articulated through the curriculum, including practicum training (Criterion II);
- b. The need to ensure that student workload over the years of training is not so burdened with required coursework that students haven't sufficient opportunity for elective study or the some flexibility for special emphases in their training (Criterion III);
- c. The need to re-examine its policies and practices with regard to the fourth-year (advanced) practicum training in which students have to recruit their own supervisors, and to pay the supervisors directly, in addition to paying for the practicum course credits (Criterion VII).

The program is invited to share its plans and progress in addressing these issues, as well as other initiatives or significant changes that may occur, in its annual reports to the Committee prior to the next site visit review. The Committee's decision in this instance, to schedule a visit in three rather than five years as recommended by the site visit team, is appealable as defined in Section 11 of the APA "Accreditation Procedures." Should you elect to take such action, please forward a letter of appeal to the President, American Psychological Association within thirty days of receiving this letter. A copy should be sent to this office, as well, with the appeal fee.

In closing, on behalf of the Committee on Accreditation, I do wish to express the overall respect for the educational achievements of faculty and students of the counseling psychology program, and the academic department of which it is a part. The Committee also expresses its genuine appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology at Colorado State University.

If our office may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,



Paul D. Nelson, Ph.D.
Director
Program Consultation and Accreditation

cc: Dr. Elnora Gilfoyle, Provost and Academic Vice President
Dr. Dean Jaros, Dean, Graduate School
Dr. John C. Raich, Dean, College of Natural Sciences
Dr. Richard M. Suinn, Chair, Department of Psychology
Dr. Larry J. Bloom, Director, Counseling Psychology Program

Dr. Janice M. Birk, Chair, Site Visit Team
Dr. Norman Abeles, Site Visit Team
Dr. Esteban Olmedo, Site Visit Team

September 14, 1992

TO: ALBERT C. YATES, PRESIDENT
FROM: RICHARD M. SUINN, HEAD, DEPARTMENT OF PSYCHOLOGY
RE: APA ACCREDITATION SITE VISIT LETTER, AUGUST 5, 1992
cc: Provost Elnora Gilfoyle, Dean John Raich, Dean Dean Jaros, Dr. Larry Bloom
Dr. Scott Hamilton

Recently you received the letter from the American Psychological Association congratulating us in receiving renewed full accreditation. We certainly are pleased with the outcome and agree that a three year schedule for the next visit is justifiable mainly since my term of 20 years as Head is ending, leaving some questions to APA about the nature of future support from the new administrator.

You should know that the brief letter you received from the Committee on Accreditation, is based on the May 20, 1992 written report of the APA site visit team of Drs. Birk, Abeles, and Olmedo. In the more detailed letter, the site visit team recognized the Department's achievements in several arenas:

- a) the "exemplary record in the recruitment, retention and graduation of ethnic minority students,"
- b) a "comprehensive curriculum which integrates theory and practice,"
- c) a "well developed program to develop competency in teaching which includes thorough evaluations and appropriate mentoring,"
- d) "Quality faculty who are exemplary teachers and are productive in terms of scholarship and professional service, many of whom have achieved national recognition and have assumed national leadership roles,"
- e) "Students of consistently high caliber and promise."
- f) The changes put into place as a result of the prior site visit recommendations were also properly noted by this year's team.

We had initially considered following up with a formal response to clarify what we believe to be some problems in the Committee's application of criteria. For instance, their recommendation that we have minority content in every graduate course is a recommendation far beyond any criterion requirement stated in accreditation standards, especially since we already require students to take a course on ethnic minorities.

Instead of raising such issues, we have decided to accept that their main point about the change in Department Executive Officer, and the recent appointment of a new chairperson for Counseling, are reasonable justifications for the Committee's wish to visit us in three years. It will also permit us to complete

some of the curriculum changes which we have been working on for the past two years.

On the other hand, please know that we do have documentation that responds to the observations of the site visitors, which clarify some of their questions, and correct some of their misunderstandings. We would be more than ready to share these with you at any time you desire.

From: Richard Suinn (1/19/93)

To: Joanne Moran, John Raich, Sue Squier, Jan Woods

Subject:

Time:4:06 PM

OFFICE MEMO

Meeting w. Provost

Date:1/19/93

Enclosed is the outline of how Dr. Larry Bloom, chairperson of Counseling Program, intends to review the site visit information. He was told that this would be limited to a one hour meeting. He will be prepared to expand on any area that the Provost wishes.

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I. APA Site Visit Summary of Concerns:

1. Continuing need for senior women faculty. Improve climate (presently described as chilly) to increase probability of retention, advancement, and promoting women faculty.
2. Lack of racial/ethnic role models based upon two minority faculty's minimal program involvement.
3. Need to integrate multiculturalism across the curriculum.
4. Need to increase opportunities for diverse clientele.
5. Variability of student/faculty relationships.
6. Supervised advanced practicum following 1st two years.

II. CSU's Counseling program reaction (In June 11, 1992 letter):

1. Documentation of hiring, promotion, advancement, mentoring, etc. of female faculty members (last 5 years). (Recent new data shows most Departments of Psychology have 26% women faculty; CSU Psychology has 29% women on faculty.)
2. Clarification of program involvement of the minority faculty members.
3. Clarification of how multiculturalism is presented in the curriculum.
4. Clarification of opportunities for diverse clientele.
5. Retreat planned.
6. Clarification of opportunities for students to have contact with advanced supervision.

III. Activities since site visit to respond to issues:

1. 2-day retreat with 2 facilitators regarding faculty relationships.
2. Tuesday, 2-hour meetings to address issues.
3. Committee formed to address particular issues of gender, power, and status and their impact on the program. Faculty commitment to read, attend workshops, etc., raising sensitivity to particular concerns. Section Head's discussions with individual female faculty members.
4. One credit course added for orientation, problem solving, and communication link for graduate students

5. Meeting between Head of Department (an ethnic minority professor) and ethnic minority students.
6. Curriculum is currently under review by Counseling Program faculty and students.
7. Plans underway for second retreat with focus on gender as topic.

SUMMARY: Departmental Response, June 11, 1992

Conclusion:

Some observations valid, some presented without foundation due to incomplete data, some incorrect, and some set higher standard for our program than normally required.

Site Visitor Observations & Departmental Clarifications:

1. Need for senior women.

a) Recruitment:

o national availability low (26% U.S faculty = women)

o CSU has recruited well: of 12 recent hires, 8 women, 1 minority male

(= 75%; women = 29% of faculty total now)

b) Retention:

o all women eligible for tenure/promotion have been advanced (4)

o mean salary increases for each year (1988, 89, 90, 91) for each rank

for women have been higher than for men of same rank.

Some women Assistant Professors received higher raises than many

male Full Professors

c) Support for women:

o see salary data above

o several new women faculty received course reductions; no male have

o male PI's appointed women to grants

o male faculty invited women to join in research teams

o woman faculty received special leave for maternity & child rearing

o Dept Head offered Associate Headship to woman faculty

o Dept Head made personal contacts enabling women faculty to be

appointed to national professional organizations

o Dept Head made arrangements for woman faculty to receive specialist

medical care following injury

2) Need for ethnic minority role models.

a) data used by site visitors incorrectly interpreted

b) active involvement of minority faculty with students cited

3) Need to integrate multiculturalism in all courses.

a) standard is not required by APA accreditation but excessive to CSU

b) usual APA accreditation standard is being met

c) Dept Head meets with minority students

4) Minority clients are needed in practicum.

a) students do have available such experience

b) 20% of dissertations on diversity topics, including from Tri

Ethnic

5) Variability of faculty/student relationships.

a) retreat planned

b) meetings held with faculty in question

