

**Departmental Statement about Diversity and Inclusion**

*This statement will evolve to incorporate voices of new members of the department*

The Department of Counseling and Applied Psychology is committed to building an enriching, diverse and connected community of faculty, staff, and students. We promote equity, inclusion and social justice in the fields of mental health counseling and applied behavior analysis through teaching, scholarship and service. Our mission is to prepare students to become compassionate, culturally responsive, and conscientious professionals and leaders who meaningfully contribute to their communities and the world at large.

**Available Diversity Statistics for Professions Associated with Proposed Programs**

The data shown in the table below were retrieved from a 2023 Vital Statistics Report of the Council for Accreditation of Counseling and Related Educational Programs. The data included here represent all accredited counseling programs. Clinical Mental Health Counseling represents the largest specialization of all counseling programs (41%) (other specializations include school, addiction, clinical rehabilitation, student affairs and college, etc.).

<https://www.cacrep.org/wp-content/uploads/2023/09/2022-Vital-Statistics-Report.pdf>

Counseling programs	Full time Faculty (N=3,309 in 2022)*	MS Student Body (N=60,403 in 2022)*
<b>Gender</b>		
Male	31.97%	17.93%
Female	66.24%	81.03%
Other Gender Identity	1.78%	1.04%
<b>Race/Ethnicity</b>		
Asian	5.56%	2.86%
Black/African American	16.5%	16.15%
Hispanic	5.8%	11.20%
White	61.89%	58.18%
Native Hawaiian/Pacific Islander	0.09%	0.14%
American Indian/Alaska Native	1.06%	0.73%
Two or more	2.51%	3.43%
Unknown/Other	6.59%	6.2%

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The data presented in the table below were retrieved from the Behavior Analyst Certification Board (BACB). The data represent master’s-level professionals with the national certification in behavior analysis (i.e., BCBA). The BACB reported that .01% (n=8) of respondents preferred not to answer the question on gender and 5.8% (n=4,731) preferred not to answer the question on race/ethnicity. The values in the table are based on the total remaining responses for each question.

<https://www.bacb.com/BACB-certificant-data>

Board Certified Behavior Analysts (BCBA)	N=81,566 as of 1/08/2026
Gender	n=81,558
Male	11.78%
Female	87.92%
Nonbinary	0.29%
Other	0.02%
Race/Ethnicity	n=76,835
Asian	7.91%
Black/African American	5.83%
Hispanic/Latinx	14.31%
White	71.21%
Native Hawaiian/Pacific Islander	0.40%
American Indian/Alaska Native	0.33%

**Comparison to existing graduate programs at Binghamton University**

	PhD Psychology (n=59 in 2023)	MS Social Work (n=261 in 2024)
Male	25.4%	16.9%
Female	74.6%	82.8%
Asian	3.4%	6.1%
Black/African American	0%	5.0%
Hispanic	5.1%	6.1%
White	79.7%	49.0%
Native Hawaiian/Pacific Islander	0%	0%
2 or more races	5.1%	3.1%
Nonresident	5.1%	1.1%
Unknown	1.7%	29.1%

**Current efforts of recruiting and retaining diversity**

This section is intentionally left blank because the department does not yet exist.

## **Specific Efforts to Improve Diversity and Inclusivity**

### **Faculty and Staff Recruitment**

It is critical that strategic hiring processes are developed to recruit faculty and staff for both programs within the proposed department. There are five areas of our recruitment process that reflect the policies and best practices in inclusive hiring provided by the University's Division of Diversity, Equity, and Inclusion (DDEI).

First, search committees will be composed of diverse members who represent a range of stakeholders, backgrounds, roles and perspectives. To support this goal, both internal and external-to-the-department members will be invited to serve on the committee(s) to ensure broad representation and inclusive decision making.

Second, job descriptions will be developed to promote inclusivity and reduce barriers that may unintentionally exclude qualified candidates from diverse backgrounds. This will be accomplished by clearly delineating minimum qualifications, core competencies, and essential experiences while removing unnecessary or exclusionary language. Job postings will explicitly affirm the institution's commitment to valuing diverse perspectives and experiences among faculty, staff, and students. DDEI-approved templates and language will be used to support this process.

Third, we will actively collaborate with professional organizations that serve historically underrepresented groups to broaden outreach and strengthen professional networks for faculty and students (e.g., [Black Association of Behavior Analysts](#), [National Latino Behavioral Health Association](#)). Recruitment efforts will also include traditional academic channels as well as national and international professional associations relevant to mental health counseling and applied behavior analysis.

Fourth, all searches will follow the hiring procedures established by DDEI, which are designed to minimize bias and ensure a fair, transparent, and equitable evaluation process. This includes reviewing all candidates and utilizing standardized evaluation rubrics at each stage of the process. Structured interviews and DDEI-recommended candidate evaluation tools will be consistently used across candidates. Search committee members will be encouraged to engage in continuous reflection regarding implicit bias, and committees will maintain a regular feedback loop to ensure adherence to standardized evaluation practices. Each search committee will include a designated Diversity Advocate responsible for reviewing job descriptions for inclusivity and confirming the diversity of applicant pools prior to initiating the interviews.

Fifth, at the conclusion of each search, the recruitment process and outcomes will be systematically evaluated to identify strengths and areas for improvement. Findings from these evaluations will be incorporated into future searches in consultation with DDEI.

### **Preliminary Goal for Faculty and Staff Recruitment**

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Based on available workforce demographics in relevant disciplines, it is anticipated that a majority of faculty and staff may identify as female. With respect to race and ethnicity, it is most likely that approximately 50% of faculty and staff are expected to identify as White. However, national data on doctoral student demographics in counseling programs suggest a more diverse pipeline of candidates. In 2022, fewer than half of doctoral students identified as White (48.91%), while 24.78% identified as Black, and 9.08% identified as Hispanic (CACREP, 2022 Vital Statistics Report). Although comparable doctoral demographic data are not available for ABAI programs, recruitment efforts will aim to reflect, at a minimum, the demographic composition of ABAI members and Board Certified Behavior Analysts (BCBAs).

While these projections are informed by current demographic data, the department is committed to actively increasing the representation of faculty, staff and students who bring diverse perspectives, lived experiences, and areas of expertise. These efforts are intended to promote a vibrant, inclusive academic community and to support the development of future scholars, practitioners, and leaders who serve as exemplary role models for all students.

### **Student Recruitment**

As is evident from the current demographic composition of the mental health counseling and applied behavior analysis fields, recruiting a diverse student body presents known challenges. To facilitate and guide our efforts, we will collaborate with Binghamton University's Office of Graduate Recruitment and Admissions and DDEI. Our recruitment efforts will be designed to expand awareness of and access to these programs, particularly for students from historically underrepresented backgrounds. Evidence from comparable programs demonstrates that targeted, equity-focused recruitment strategies can meaningfully increase student diversity.

In the initial years, the department will prioritize building internal pipelines from Binghamton University by collaborating with programs such as EOP, McNair Scholars, and B-First to create clear pathways into graduate study. Specifically, we will encourage faculty who are first generation to be B-First mentors and to provide supervision and mentoring to McNair scholars. Broader recruitment will extend to other SUNY institutions, alumni networks, conferences, such as those attended by underrepresented minority students, and targeted outreach efforts, supported by a program website that emphasizes diversity, community engagement, and accessible financial resources.

We will consider timelines for internal awards and fellowships and adjust applicant and admissions decision deadlines to increase opportunities for students to be selected for these fellowships. These include the Clark Fellowship as well as the SUNY/OMH Mental Health Scholarship Pipeline Program.

We will adopt holistic admissions rubrics that take a multidimensional approach to improve equity in the admissions process. To this end we will consider a student's academic preparation for the specific graduate program as well as their readiness for the program. An example of readiness would include exposure or experiences in the field through internships, volunteer or work experiences. We will consider a student's engagement with diverse communities, their lived experiences and their ability to reflect on privilege and systemic barriers.

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Our aspirational goal is to produce a diverse workforce that is better equipped to provide culturally competent care to an increasingly diverse nation. We will aim to recruit students whose backgrounds reflect similar proportions of demographics as we see in other programs and plan to increase the diversity of our cohorts each year. From a pragmatic perspective, since these are new programs, we will likely attract students from the Binghamton University body in the first year or so. If this occurs, it might allow for a Master's cohort that mirrors the diversity of our undergraduate body, which might be more diverse than the current national demographic data for these programs. While we will recruit from Binghamton University, we will also aim to recruit students from other universities and colleges as well as the larger community and region.

### **Faculty, Staff, and Student Retention**

Retaining diverse faculty, staff, and students requires intentionally fostering a welcoming, integrated, and supportive departmental environment. As a newly established department that will onboard multiple new faculty and student cohorts over its initial years, particular attention will be given to building strong structures for communication, collaboration, and shared governance from the outset. Open dialogue and continuous feedback will be actively solicited and supported throughout this growth phase. This iterative process will allow for timely refinement of departmental policies, procedures, and practices to promote the success and well-being of all faculty, staff, and students. While specific objectives may evolve as the department matures, the overarching commitment to cultivating an equitable, diverse, and inclusive departmental culture will remain transparent, participatory, and consensus-driven.

Initial retention efforts will focus on establishing mentorship structures; expanding professional networking opportunities; developing clear, equitable departmental bylaws, policies, and procedures; designing inclusive curricula with attention to diversity, accessibility, and universal design; and ensuring adherence to accreditation standards that emphasize diversity, equity, and inclusion. These efforts will be undertaken in close collaboration with the University's Division of Diversity, Equity, and Inclusion (DDEI), Harpur College, and the Graduate School.

### **Mentorship**

The department will develop mentorship models for faculty, staff, and students. It is noted that Harpur College has an established mentorship model for professional staff. For this new department, faculty mentorship will include partnerships with senior mentors across the university, as well as internal mentoring structures that evolve as the department grows. Graduate students in both programs will similarly benefit from structured mentoring that complements curricular engagement with faculty and peers.

Beyond classroom interactions, additional opportunities for professional development, peer support, and community-building will be pursued. Collaboration with the Graduate School and other academic units will support initiatives that enhance student professional growth, interdisciplinary networking, mentorship, and a strong sense of belonging within both the university and the broader community.

### **Networking**

The department will prioritize networking and professional development opportunities for faculty, staff, and students. Faculty and staff will be encouraged and supported to participate in collaborative research initiatives, outreach projects, and interdisciplinary activities across the

university. The department will host invited speakers, workshops, and events designed to foster cross-campus engagement. Departmental funds will support department-wide events throughout the academic year to strengthen community, promote belonging, and facilitate networking among current and prospective students, faculty, and staff.

### **Department Governance**

Within the first two years, the department will establish formal bylaws and transparent tenure-track and promotion criteria for professors and instructors. We will collaborate with Harpur College Dean's Office and DDEI in developing these so that they are consistent with university policies and procedures and incorporate equity-focused considerations relevant to all departmental members. Clear and transparent shared governance structures are essential to promoting fairness, accountability and equity across faculty roles.

Retention also requires attention to equitable compensation and workload distribution. Faculty assignments and service expectations will be discussed regularly between faculty members and the Department Chair. Transparency regarding service responsibilities, term lengths, and any associated compensation will be prioritized. The Chair will work closely with Harpur College to monitor compensation equity and to promote fairness over time.

### **University Partners**

The department will maintain an ongoing collaborative relationship with DDEI to support recruitment, retention, and broader department development as an inclusive and equitable academic community. Partnerships with Services for Students with Disabilities (SSD) and the Center for Learning and Teaching (CLT) will inform inclusive teaching practices, student accommodations, and learning environments that utilize universal design. Participation in campus and community-based programs, events, and professional development opportunities will be encouraged to enhance a sense of belonging and a sustained engagement with diversity, equity, inclusion and social justice.

### **Curriculum & Accreditation**

Both proposed programs emphasize psychological science, assessment, and intervention while intentionally integrating equity, diversity, and social justice throughout coursework and practicum experiences. The curriculum is designed to inform students' understanding of diversity and inclusion issues relevant to professional practice and to foster cultural competence, ethical responsibility, and global awareness needed to address complex human challenges. During the initial accreditation process and subsequent cycles, our accreditation bodies (Master's in Psychology and Counseling Accreditation Council, MPCAC and the Association for Behavior Analysis International, ABAI) will evaluate our programs' commitment to DEI and social justice as outlined in the accreditation standards. For example, MPCAC standards explicitly address DEI through:

- Standard E.4: Programs are committed to, and demonstrate evidence of diversity, equity and inclusion in relationship to the recruitment and retention of faculty and staff.
- Standard F.5: Programs are committed to, and demonstrate evidence of, diversity, equity and inclusion in relationship to the recruitment and retention of students who are representative of the diversity among people in society.
- Standard G.5: Students will have demonstrated competence ... (one of the competencies is Diversity).

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Adherence to these standards will serve as both a guiding framework and an accountability mechanism for sustaining equitable and inclusive practices across the department.

### **Summary**

Our commitment to diversity, equity and inclusion is purposefully integrated throughout all aspects of our programs, including recruitment, retention, teaching, service, scholarship and professional development. We will regularly solicit feedback from faculty, staff, and students to evaluate the impact of these efforts and to identify barriers or areas of concern. Equally important, all departmental members will be encouraged to share ideas, perspectives, and insights in order to create and sustain an inclusive, equitable and supportive community. Engaging multiple stakeholders in ongoing reflection and collaborative improvement will be essential to the long-term success of the programs and department.