Imagine that you are a monkey living in a jungle. One day you fall from a branch and plummet into a lake. Unable to swim, you splash and struggle to stay afloat. After a while, you become exhausted and begin to sink. Suddenly a hand reaches in, pulls you out of the water, and places you on the embankment. You are so grateful for being alive that you decide to find someone who needs rescuing. You sit at the edge of the lake, keeping an eye on the calm water surface. After waiting for a long time, you see something splashing wildly in the water. Excited that you finally have your opportunity to be a rescuer, you reach in and pull out . . . a fish.

—Based on a Traditional Tanzanian Folktale

Who are the students in undergraduate psychology today and tomorrow? What sorts of characteristics do they bring into the classroom? What kinds of key developmental issues do these students face during the college years? What do they need from their experiences to thrive in higher education? Good intentions, without knowing the answers to these questions, will not be enough for administrators, educators, and advisors to be effective in their respective roles. Like the monkey from the folktale, assuming everyone has the same needs can result in harmful consequences.

Tomorrow’s students surely will be different from today’s students, so identifying, supporting, celebrating, and taking advantage of diversity is necessarily a process of continuous change. Postsecondary institutions need to be inclusive of students from all backgrounds not only to redress past inequalities and promote equality in the future (Adams, 1992) but also to thrive in the global context, to avoid the perils of isolation, and to benefit from the enrichment that diversity infuses into intellectual discourse (Magolda, 2001; Villalpando, 2002). Student diversity is a key resource for enriching learn-
ing, teaching, research, and applications of psychological science (Milem, 2003). Having students from diverse backgrounds with different experiences enhances opportunities for students to engage in dialogues in which a wider range of perspectives is represented. The variability among human perspectives within the United States and globally is important and should be included as a vital part of curriculum, research, academic activities, psychological knowledge, and social interactions.

In this chapter, we provide information and suggestions relevant to domains about which postsecondary institutions need to be knowledgeable to ensure that students from all backgrounds, disability statuses, and other personal characteristics subject to stereotyping have access to higher education and opportunities to engage in the intellectual pursuits of our discipline. We address all the domains outlined by the inclusive excellence scorecard (IE; D. A. Williams, Berger, & McClendon, 2005), a comprehensive approach to evaluating diversity progress at higher education institutions. First, we address the access and equity domain by discussing the demographic trends and the ways students vary within undergraduate education in general and in psychology. Second, we address the student learning and development domain by highlighting the intellectual, interpersonal, and intrapersonal changes students experience in college. Third, we address the diversity in the formal and informal curriculum domain by discussing approaches to improving inclusion in the curriculum. Fourth, we address the campus climate domain by discussing the multiple components of campus climate and outlining ways to promote positive climate for students from diverse backgrounds including race and ethnicity, gender, sexual orientation, religious identification, age, and disability. Finally, we extend the IE scorecard by discussing the ethical issues relating to the decrease in gender diversity in our profession and the balance between recruiting students to our discipline and informing them about the boundaries of a psychology undergraduate degree.

ACCESS AND EQUITY

Clarice's family life was chaotic, colored by poverty and abuse. Her family moved frequently, one step ahead of the rent collector, often homeless, living in tents, and, for a while, in an old ice cream truck. When she fussed as a young child, her family gave her alcohol to calm her. Her mother is disabled and has depended on her since Clarice was a teenager. With substance abuse problems of her own, Clarice did not finish high school. At 19, clean and sober, she talked her way into a community college, where, with neither a high school diploma nor a general equivalency diploma, she grew more academically skilled in a supportive environment. After completing her associate's degree, she transferred to a large university, where she blossomed. She has been on the dean's list every semester, and faculty recognize her as the kind of student who lights up a class. Clarice is part of a team con...
of a team conducting research in gerontology, and she has realistic aspirations to pursue graduate studies.

Undergraduate Students in General

Clarice is one of many examples of the kinds of people who become successful college students. Undergraduate students today, like Clarice, come from a wide range of backgrounds, and this diversity will increase in the future. Using high school enrollment patterns, researchers have long tracked demographic changes and offered projections for undergraduates who will be entering U.S. institutions over the course of the next 2 decades. Between 1980 and 2002, enrollment in the United States increased for students who enrolled immediately in college after completing high school, from 1.5 to 1.8 million students (Peter & Horn, 2005). In 2005, the year for which the most recent data are available, 1.5 million people enrolled as 1st-year students in 4-year U.S. colleges or universities and 1.1 million in 2-year colleges (Digest of Education Statistics, 2005b).

Between 2004 and 2015, the student population in degree-granting institutions will be more ethnically diverse, with the largest increase in Hispanic students (42%) and the smallest increase in White, non-Hispanic students (6%). Enrollment rates will also increase for American Indian or Alaska Natives (30%), African Americans (27%), Asian or Pacific Islanders (28%), and nonresident aliens (34%; National Center for Education Statistics [NCES], 2006).

Over the past 20 years, women's enrollment in college has increased at twice the pace of men's enrollment. Women earn approximately 60% of associate's degrees and 57% of bachelor's degrees at U.S. institutions (Peter & Horn, 2005). Between 2004 and 2015, the rate of increase in enrollment in degree-granting institutions for women (18%) will continue to be higher than for men (10%; NCES, 2006).

Between 1990 and 2005, enrollment of younger students grew more rapidly than the number of older college students, but this pattern is expected to change. The NCES predicts a proportionately larger increase in enrollment of students over the age of 25 in both community colleges and universities by 2016 (Digest of Education Statistics, 2005a).

In terms of religious affiliation, the majority of college students in the United States identify with Christianity (28% Roman Catholics, 13% Baptists, and 11% other Christians). About 17% of the students do not claim a religious affiliation, and the number of students who are Jewish, Muslim, and members of other religions each falls at levels below 10% (Higher Education Research Institute, 2008).

Visibility of lesbian, gay, bisexual, and transgendered (LGBT) students has increased, as evidenced by the rising number of campus LGBT centers. In 1994, there were seven such centers with full-time directors compared
with approximately 100 in 2006 ("LGBT Centers Today: A Snapshot," 2006). It is impossible to know whether the visibility is due to the increasing number of LGBT students or to increasing cultural acceptance of these students. For example, the number of students who accept and support gays has increased (Fassinger, 2008), a trend that is supported by recent legislation that legalizes gay marriage in Massachusetts. Similarly, several nations have provided legal protections for decades and access to marriage since 2001.

Students vary with respect to physical and mental abilities. Approximately 9% of students reported having a disability in the 1999–2000 academic year. The largest percentage of these students reported having a mobility impairment (29%), followed by a mental illness (17%), physical health impairment (15%), visual or hearing problem (12%), a learning disability (11%), or an unspecified disability (15%; NCES, 2003).

Today's students are becoming increasingly linguistically diverse. Many U.S. students speak one or more non-English languages. The percentage of children who speak a language other than English in the home has increased steadily from 8.5% in 1979 to 20% in 2005 (NCES, 2005). The number of students enrolled in U.S. public elementary and secondary schools who did not speak English well increased by 57% between 1995 and 1996 and 2004 and 2005 (ETS, 2008).

Students come from diverse socioeconomic backgrounds, and many work while taking courses in postsecondary institutions. In 2007, 73% of part-time enrolled and 37% of full-time enrolled 1st-year students were employed or were looking for employment (U.S. Department of Labor, 2008). In 2003 to 2004, between 76% and 88% of college students not financially dependent on family worked full time while enrolled (McSwain & Davis, 2007).

Students also enter college with different levels of academic preparation. Almost half of the students (41%) are underprepared for basic college level work. Approximately 40% of students enrolled in two or more remedial courses completed an associate’s or bachelor’s degree, whereas 69% of students who did not take remedial courses finished (Wirt et al., 2004). However, an increasingly larger percentage of high school seniors are graduating with one or more Advanced Placement (AP) courses (Freeman, 2004).

Finally, the diversity of students also is enhanced by the number of international students enrolled in higher education in the United States and the number of U.S. students studying abroad. In 2006 to 2007, 580,000 international students attended U.S. colleges and universities with most of the students coming from India, China, South Korea, Japan, Taiwan, and Canada (Institute of International Education, 2007a, 2007b). Similarly, in 2006, over 223,000 U.S. students studied abroad, an increase of 8.5% over the previous year (Institute of International Education, 2007c). Most U.S. students travel to the United Kingdom, Italy, Spain, France, Australia, and Mexico (Institute of International Education, 2007d).
Undergraduate Students in Psychology

Within the United States, psychology is the fourth largest college major, with the number of psychology graduates increasing 20% since 1996 (NCES, 2007a, 2007b). In 2005, out of approximately 1.5 million bachelor's degrees awarded, approximately 88,000 were in psychology. The number of high school students taking the AP Psychology test grew from approximately 3,000 in 1992 to over 113,000 in 2008 (College Board, 2008). In 2007, approximately 65% of students entering college received college credit for introductory psychology on the basis of their AP exam score (College Board, 2007a). As the authors of chapter 1 pointed out, undergraduate psychology's popularity as a major is now a global phenomenon as well.

The percentage of ethnic minority students earning bachelor's degrees in psychology increased between 1995 and 1996 and 2003 and 2004. Hispanic American students demonstrated the largest gains with a 44% increase (5,036 to 7,252), whereas African American students increased by 41% (6,028 to 8,479). Although the number of Native American students graduating with a bachelor's degree in psychology remains small (N = 596), there has been a 27% increase over the past decade. The percentage of Asian American students graduating with a psychology degree increased by 18% (3,666 to 4,345), but European American students earning bachelor's degrees in psychology increased only 1% (55,905 to 56,515; American Psychological Association [APA] Task Force on Undergraduate Psychology Major Competencies, 2002a).

LEARNING AND DEVELOPMENT

Maybe I was not encouraged to go to college because only 4 out of 51 students graduating in my class went on to complete a bachelor's degree. I suppose that would be understandable considering how ill prepared we were for higher education. For instance, biology class literally consisted of copied coloring book pages and a few crayons. While in college, I felt myself growing intellectually, and it felt great. By my junior and senior years, I was on the dean's list and held numerous other honors. I was inspired, capable, and eager for graduate school. I remember feeling so lucky that the private college took the risk of accepting me. I was lucky to find my way through a handful of people who were willing to give me the chance that I needed. I completed a master's program and won several research awards. Afterward I entered a doctoral program at a prominent institution, which is one of the best programs in my field. I would not be where I am if I had been evaluated from how I appeared on paper. (W.H.)

Instruction, curriculum, and advising should recognize the diversity of student development trajectories. Like W.H., students bring with them a host of individual differences in terms of their personalities and academic
and life experiences (Jones & McEwen, 2000). Complementing these differences is the fact that during their stay in college, students change intellectually, interpersonally, and intrapersonally (Chickering & Reisser, 1993; Choo & Good, 2004; Magolda, 2001). In addition, students often have multiple identities, some visible and some not (e.g., sexual orientation, religious orientation; Abes, Jones, & McEwen, 2007; LaFromboise, Coleman, & Gerton, 1993). Besides accomplishing basic developmental tasks, students seek to resolve their career identities (Bubany, Kriestok, Black, & McKay, 2008). To be effective in their roles, educators and advisors need to vary their approaches to recognize the different types of students and their changing developmental needs.

Teaching and Learning in Developmental Context

As students progress through postsecondary education, they become more independent in their thinking, more flexible and less reliant on dogmatic thinking, more liberal in their attitudes, and broader in their intellectual interests (Chickering & Reisser, 1993). Saenz and Barrera (2007) found that between their first and senior years, students perceived improvements in their relative competency in a wide range of college-related skills, including self-understanding, writing ability, and public speaking ability. All courses should stress student engagement, self-regulation, written and oral expression, and critical thought. A cognitive development perspective is consistent with the quality benchmarks perspective proposed in Dunn, McCarthy, Baker, Halonen, and Hill (2007) and used to best achieve psychological literacy (see chap. 1, this volume), quality instruction and faculty development (see chap. 2, this volume), and the core undergraduate curriculum (see chap. 3, this volume). By assessing the goals of particular courses in a developmental context, course sequences and prerequisites, psychology departments can tailor course demands to the emerging student capabilities.

Student Development and Diversity

Students often have to accommodate multiple identities simultaneously. For example, students need to identify and make meaning of what their ethnicity, sexual orientation, gender, religion, and more mean for them (Abes et al., 2007; LaFromboise et al., 1993). Additionally, from students' perspectives, institutional contexts shift dramatically when students make the transition from secondary school to college and from community college to university. Such changes heavily influence the development of students with disabilities (Spellings & Monroe, 2007). For example, secondary schools assume responsibility for helping students, but in postsecondary education, students assume total responsibility for seeking services. Psychology faculty and advisors need to be aware of the challenges diverse students face as they pursue college graduate degrees.

I have described new religions. It is a challenge to be a student in a world of different cultures and beliefs. It is not only important to consider what I perceive, but also to pursue a documented world view and be open to the gains from a diversity of cultures.

Part of this is a result of first-generation and second-generation students. Not only do I look to the past, but also to the present and future. Teaching the past is important, but it is also important to learn from those who are alive today and those who will be in the future.

It's difficult to find a universal approach to teaching and learning. With fewer "easy" classes being offered, it is important to understand the needs of all students. One way to do this is to understand the diversity of the students who are in the classes. By addressing the needs of all students, we can create a more inclusive learning environment.

The course is a new (Bronstein, 2002) approach that reflects the individual differences in personality. This approach to psychology is not new; it has been developed for over 50 years. It is important to consider the generalizability of the course content to the world of psychology. Not only do we need to consider the generalizability of the course content to psychology (Puente et al., 2007), but we also need to consider the generalizability of the course content to the world of psychology.

Formal Curricula

Within this context, formal curricula are not only important, but they are also designed to produce students who are well-prepared for the world of work. Within a formal curriculum, students are expected to develop skills and knowledge that are relevant to their future careers. This includes knowledge of the sciences, math, and other disciplines, as well as skills in critical thinking, problem-solving, and communication. By focusing on these skills, students are better prepared for the challenges they will face in their future careers.
students face and provide support for these students in their quest to become college graduates.

CURRICULAR DIVERSITY

I have always been a small-town girl unexposed to diversity and alternative religions. It was never forced upon me to practice a certain religion or declare myself of a certain race. My only obligation was to just be. If I had not been exposed to different cultures in college, I would be a member of the ethnocentric group that only considers one way of life to be correct. Exposure to diversity motivated me to pursue a doctoral degree because it has taught me that there is knowledge to be gained from all perceptions. (C.H.)

Part of the new generation of students are children of immigrants, who are first-generation college students. Unlike the typical first generation student, we’re not only looking for academic guidance and social support but we are also looking to find professors and teachings that integrate various perspectives. It’s not just about teaching the typical Western-based theories but about integrating our cultures and beliefs and asserting that our beliefs and customs are not “wrong” or “weird.” (A.L.)

It’s disheartening sometimes to read research articles that continue to use nondiverse samples. Some researchers might argue that they get a stronger “effect” with fewer “extraneous” variables to consider. It’s also disheartening when all you learn in class is about how minority people are scoring lower or doing worse than the majority group. Psychology teachers must challenge students to think critically about these issues. (A.L.)

The call to integrate diversity into the psychology curriculum is not new (Bronstein & Quina, 1988; Whitten, 1993). The diversity movement reflects the origins of psychological science with its long-standing interest in individual differences. One of the strengths of undergraduate education in psychology is its emphasis that students understand, engage, and contribute to the world in which they live by stressing the sociocultural nature of pedagogy. Not making diversity a central part of the psychology curriculum limits the generalizability and applicability of psychological understanding and pedagogy (Puente et al., 1993). More important, students who participate in university-facilitated discussions about diversity issues have better conflict resolution and critical thinking skills, have more positive interactions with peers from diverse backgrounds, and are supportive of civic engagement and social justice (Hurtado, 2007; Laird, 2005; Mayhew & Fernandez, 2007).

Formal Curriculum

Within the psychology curriculum, educators can incorporate diversity into formal courses in three ways: diversity-focused courses, diversity-infused

PSYCHOLOGY STUDENTS TODAY AND TOMORROW
courses, and interdisciplinary courses. Although we discuss these methods separately, we encourage institutions and educators to use all three approaches concurrently. A multimodal approach acknowledges that diversity is an important topic to study in its own right and emphasizes its impact on other psychological and scholarly topics.

Approximately 60% of institutions of higher learning use the diversity-focused model, requiring students to take at least one course that focuses on a diversity topic (Humphreys, 2000). Examples include African American, disability, gender, human diversity, religion, and social inequality courses. These courses portray psychology's applicability both to the communities in which instructors and students live and the world at large. They should also address situations that make an individual part of a nonmajority group culture from a scientifically based sociocultural and biological perspective (Gloria, Rieckman, & Rush, 2000).

A diversity-infused approach includes diversity as a unifying theme to course materials. This approach places diversity as central to the heart of psychology and on par with other critical topics in the field. For example, a child development or an abnormal psychology course could use textbooks that include a section on diversity and cultural perspectives in every chapter (e.g., Santrock, 2008; Sue, Sue, & Sue, 2006). Although all psychology instructors should use the diversity-infused approach (see resources at http://www.teachpsych.org), integrating diversity into the course content is crucial for those teaching the introduction to psychology course. For over 3 decades, this course has ranked in the top five most popular courses taken by students completing bachelor's degrees (NCES, 2004). It may be the only psychology course most nonpsychology majors will ever take. Thus, it may shape their perceptions of the discipline. The introductory course also is the foundation course for psychology majors, and therefore a diversity-infused introduction to psychology course provides a paradigm for upper division psychology courses to follow. Because of its potential impact on both psychology majors and nonmajors, the content of this course should accurately reflect the centrality of diversity issues to psychological science (for suggestions, see Trimble, Stevenson, & Worell, 2003).

Interdisciplinary courses serve as a third approach to the curriculum wherein psychology faculty, in conjunction with instructors in other academic disciplines, integrate diversity-focused psychological perspectives to address specific topics. For example, psychology course could team up with faculty in Chinese studies or anthropology to educate students about the variety of ways humans cope with stressors and treat psychological disorders (e.g., Zhang, 2007). Other examples include teaming up with family scientists and nutritionists to address the obesity epidemic or coteaching with biology instructors to discuss the physical, psychological, cultural, and social factors associated with the AIDS epidemic. Additional examples include race and citizenship in America, interdisciplinary perspectives on

sociolinguist
Davis, 1995

Informal Curriculum
Educators are not the only influences on students' beliefs and behaviors. A plethora of informal influences affects students -- friends, siblings, extended family, and peers. How can teachers enhance diversity in their practica, internships, and teaching (i.e., essential democratic engagement all students)

Delivery and Assessment
Beyond delivering diversity-related coursework students should be prepared to live in a diverse society. Students should be able to recognize, at least in part, how to engage with the diversity of their own group and hear minority voices as a way of to recognize the importance of diversity issues we face in society.

...
sociolinguistics, and the psychology of leadership (for other examples, see Davis, 1995).

Informal Curriculum

Education about diversity, however, should not be limited only to the curriculum. This is consistent with the aspirational outcome of developing lifelong learners who are psychologically literate citizens proposed in chapter 1. Campus and social climate surrounding curricular experiences provide a plethora of informal educational opportunities. Collaborative activities such as group discussions, projects, presentations, and activities may facilitate appreciation for diversity because of more frequent, informal interactions with peers. However, informal curricular activities (out of class activities) also enhance diversity and include community involvement, campus engagement, practica, internships, and research projects. Such activities could be credit bearing (i.e., either required or extra credit) or tied to graduation or experiential demands (e.g., practica) of a degree-bearing curriculum as a means to engage all students.

Delivery and Acceptance of Diversity Instruction

Beyond the formal and informal curricular aspects of diversity, faculty should deliver the curriculum in an inclusive fashion: Teaching should encourage student understanding of access, equity, cumulative advantages, and inclusiveness. Faculty and students also should strive to accept and appreciate diverse perspectives. Instructors need to understand and believe in the value of diversity. Instructors also should be culturally competent and comfortable with teaching students with a wide range of backgrounds and personal characteristics (see APA, 2003; chap. 3, this volume). For example, as a result of lack of knowledge, some instructors might feel uncomfortable when they interact with students with a hearing disability. Similar to members of other groups, people who are deaf have alternated among many descriptors when referring to their cultural group, from deaf and dumb to deaf mute to hearing impaired, to currently deaf or hard of hearing. It is important for faculty to recognize that the first four labels have negative connotations, whereas the terms deaf and hard of hearing are more factual. It is appropriate to ask students what terminology they prefer and whether the disability might affect their performance in the class. However, instructors should keep in mind the wide range of disabling conditions and the ways students compensate for such conditions. One student who is visually impaired may need all handouts enlarged and printed on paper; another may prefer them as e-mail attachments, to be magnified and viewed on a computer screen. When instructors include class discussions, they need to ensure that students with speech impairments or sign language interpreters have opportunities to participate.
fully. Instructors need to be flexible to make sure students with disabilities have opportunities to demonstrate mastery of the material.

Instructors should invite colleagues, community members, and other guests to their classes to present information on particular diversity-related issues on which they have yet to acquire expertise. In addition, instructors need to be able to address the different reactions students might have to diversity-related materials. For example, they need to be sensitive to students from visibly recognizable minority groups, particularly when the student is the only class member from one of those groups. Including course materials about diverse cultures can help students from underrepresented groups feel included in the course. At the same time, however, instructors need to be aware that even when not asked to speak about their experiences, some students may feel discomfort when the course content makes their groups the focus of these discussions. Instructors should be attentive to these reactions and offer the necessary support to these students. For example, instructors could have all students provide anonymous feedback about course content and classroom dynamics and offer to meet with individual students. Instructors should discuss multiple types of diversity so that all students can alternate between speaking about their experiences as members of marginalized groups and as members of dominant groups.

**CAMPUS CLIMATE**

I came from Uganda. I was so afraid of how I was supposed to relate to Americans because I was different. When I came to college, I was just so amazed by the different skin colors, hair, nationalities, and accents. I met students from so many different countries, most of them are now my close friends. I have learned that we are all the same no matter which part of the globe we came from. Working with all these students is one of the reasons why we perform even better in class. This college and all these diverse people made me feel like I blended in from the very beginning. (N.S.)

To succeed in college, students need to perceive that they are integral and valued members of the community. This feeling of belonging depends largely on how students perceive the classroom and campus climate (Hurtado, Griffin, Arellano, & Cuellar, 2008; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). For example, Kuh et al. (2006, 2007) found that students who interacted with faculty members outside of class (e.g., discussing course-related materials, conversing about career options, or collaborating with a professor on a project) perceived the campus climate more positively and were more likely to graduate. The size and selectivity of the institution did not predict whether students stayed or completed their degrees. Rather, students’ gender, socioeconomic status, and level of engagement contributed significantly and directly to their successful experiences of positive educational experiences of students, faculty, and institutions.

Although historically disadvantaged groups and students may feel uncomfortable in creating opportunities for students and faculty, it is necessary to ensure that these experiences are available to all.

**Aspects of Struggle**

Supporting students in the composition of identity can help them navigate their experiences of diversity (Kuh et al., 2006, 2007). Students from diversely advantaged backgrounds will look to the institution to support their academic and intellectual growth. For example, Black, Hispanic, and social justice students are often underrepresented or left out of the educational experience. Increasing the equity of educational opportunities is crucial. (Kuh et al., 2006, 2007). Social justice and diversity course offerings focused at http://www.teachchicagostory.org/.

Recruiting students from underrepresented backgrounds does not automatically mean that these students are successful. Misconceptions of diversity can create barriers. For example, faculty, staff,
and directly to their learning and cognitive development. Thus, these sorts of positive educational outcomes are within the spheres of influence of students, faculty, and institutions.

Although most campus climate research has focused on racial and ethnic groups and gender identification (e.g., Hurtado et al., 2008; Kuh et al., 2006, 2007), the findings appear generalizable to other underrepresented groups as well. Institutional policies and practices need to include input from individuals of diverse backgrounds, ensuring that they are actively involved in creating opportunities for all members of the institution to express their identities. With a clear commitment from community members and the necessary supportive resources, institutions can ensure that opportunities for success are available to all students.

Aspects of Supportive Climate

Supportive climates have multiple aspects. We focus on five of them: compositional diversity; psychological perceptions; social interactions; historical legacies; and social, political, and legal contexts (Hurtado et al., 2008; Kuh et al., 2006, 2007; Milem, Chang, & Antonio, 2005). The compositional diversity of any institution involves having a critical mass of individuals from diverse backgrounds (Milem et al., 2005). Students and family members will look at the compositional diversity to gauge the extent to which the institution values and supports individuals from diverse backgrounds. Physical and intellectual accesses are necessary for compositional diversity (Jaeger & Bowman, 2005) so that education is free of barriers (e.g., financial, physical, and social). For example, institutions can make appropriate technology available to all students, including those who cannot afford their own access or those who live in geographical areas where technological access is limited. Increasing the number of diverse students and faculty members also increases opportunities for interactions across cultural and demographic barriers (Kuh et al., 2006, 2007). Many resources exist to guide institutions to recruit and retain diverse students and faculty (see APA Task Force on Undergraduate Psychology Major Competencies, 2002a; APA’s Web site links to associations focused on diverse groups; http://www.apa.org/about/division.html; http://www.teachpsych.org/diversity/).

Recruiting a diverse student body is only the first step in developing a welcoming climate: The presence of more people from diverse backgrounds does not automatically precipitate more positive interactions (Hurtado et al., 2008; Milem et al., 2005). The second component of campus climate, psychological perceptions, encompasses students’ experiences with and perceptions of differential treatment due to group membership or other personal characteristics subject to stereotyping, and the extent to which institution, faculty, staff, and other students value diversity (Hurtado, 1992). For ex-
ample, European American students often perceive the campus climate more positively and report fewer experiences with harassment and negative treatment than do underrepresented minority students (Rankin & Reason, 2005). Particularly for ethnic minority students, campus climate is related directly to academic achievement, mental health, and social integration (Hurtado et al., 2008). Psychology departments should recruit, retain, and otherwise support faculty members with the expertise to teach and conduct research in which diversity is a variable of interest (APA, 2003). In addition, the presence of faculty members who speak more than one language recognizes the limitations of communication in English and signals the value of multiple cultural competencies.

The third component of campus climate, social interactions, consists of informal and formal opportunities for intergroup interactions that are either unstructured (friendships and peer interactions) or university facilitated (campus programs and curricula-related activities; Hurtado et al., 2008). Students have positive perceptions of institutions that include diversity-focused courses in their curriculum, intergroup dialogue programs, or service or living learning programs (Hurtado et al., 2008). Dickerson, Bell, Lasso, and Waits (2002) showed that White students are more likely to have fewer non-White friends than African American students are to have non-African-American friends, yet the latter group is often perceived to be more likely to self-segregate. In addition, for cultural minority students, having friends from one's own cultural group can have positive consequences, including feelings of comfort and support when having to deal with negative experiences related to one's cultural background (Dickerson et al., 2002).

The fourth component, historical legacy of inclusion or exclusion, includes acknowledgment of previous institutional and community practices that have favored members from the dominant culture and the examination of how current policies might inadvertently exclude students from some cultural communities (Milem et al., 2005). For example, not being able to use a building because of lack of elevators or ramps would keep a student with mobility issues from attending class in that building. However, these students will probably understand that not all buildings on campus can be retrofitted with ramps, elevators, and accessible restrooms but would expect classes or other programs to be moved to accessible buildings so that they could participate in these offerings.

The fifth component, legal, political, and societal contexts, may be partially beyond the control of individual institutions, but the ways institutions interpret their roles within these contexts can profoundly affect climate. For example, interpreting how affirmative action should be implemented given both state and federal laws or deciding what constitutes a reasonable accommodation for students with disabilities or establishing policies for undocumented students may influence the institution's welcoming character (e.g., Grossman, 2001).
Building a Supportive Climate

To foster a supportive learning environment, it is essential that psychology departments incorporate an inclusive climate in their assessment goals. Climate is the institution's responsibility (see APA Task Force on Undergraduate Psychology Major Competencies, 2002a; Kuh et al., 2008, for institutional inclusionary strategies), but there are discipline-specific strategies that psychology programs can consider. For example, psychology departments might consider recruiting psychology students from underrepresented groups, both from high schools and those students already in college. Toward this end, departments might offer brief, engaging presentations on psychological topics to high school students and to college student groups and campus offices (e.g., Hispanic student organization, LGBT organization, student veterans group, students with disabilities program, multicultural office). Departments can also encourage students to participate in colloquia, brown bag sessions, film series, and invited lectures and display posters with student authors in hallways and on their Web sites. They can also extend open houses to high school classes to make field trips where students can tour laboratories, hear lectures, and meet psychology students. When planning colloquia or other student-focused activities, departments should consult and coordinate with the office for students with disabilities to ensure students who have hearing impairments have access to the information. Because students' families can heavily influence their career and academic major decisions, to increase family support, departments should provide information to relatives of psychology students about psychology as a science and the occupational opportunities it affords. For example, many Asian parents discourage their college-age children from selecting social sciences and humanities majors because they assume that careers in these fields lack prestige and are not financially lucrative (Tang, Fouad, & Smith, 1999). To appeal to the importance placed on education and social status by these and other parents, departments should highlight the academic rigor of psychological training and list college professor as one potential career their children could pursue with a graduate degree. If the psychology major is by competitive admission, psychology departments should use flexible and inclusive admission criteria (see Kuh et al., 2007, for more suggestions).

To signal inclusion, departmental newsletters and other publications should use inclusive language. Departments should ensure that artwork, architecture, bulletin boards, brochures, and Web pages accurately reflect the range of student diversity represented on campus (for additional suggestions, see Dunn et al., 2007). They should be mindful, too, of student observances of culturally significant holidays (e.g., not schedule exams on major holy days). Psychology departments might also consider inviting students, staff, and faculty members from diverse backgrounds to provide periodic feedback about departmental access and inclusion efforts.
Excellent Advising Is Central to Climate

A key element of effective college and career advising is to encourage students to become aware of their expectations, strengths, values, challenges, and conflicts, and to develop high but realistic aspirations. For example, if students believe that they will go to a highly competitive graduate program, discuss the prospects of this possibility with them but have specific suggestions for how to make their goals achievable as well as for alternative backup plans. Advisors should also ensure that their students have early access to faculty mentors who can guide them as they begin to pursue research within the discipline.

A student’s first year on campus is critical in terms of establishing an identity, choosing a major, and developing the study skills that will serve the student throughout college. Faculty should participate in student campus forums, serve as advisors to student organizations, and invite students to help them with their research. In addition, faculty and advisors should send encouraging e-mails, letters, and comments to students who do well academically.

Advisors should serve as liaisons for students to connect them with the learning community and draw students’ attention to opportunities for intellectual engagement, including research and disciplinary networking possibilities. Advisors need to select communication methods appropriate to students’ needs (e.g., use interpreters, captioning, and e-mails to converse with a deaf student, and not use e-mails to communicate with a student with dexterity disabilities). Faculty members have similar responsibilities for supporting students in their research. For example, they could identify well in advance and e-mail struggling students who are not engaged in the learning process to express concern, offer specific assistance, and direct them to resources that will help them succeed. Faculty with students with disabilities should work with the campus disability office to ensure that students have access to all campus resources for learning.

POST BACCALAUREATE ISSUES

Education is very important in today’s society, and jobs are harder to obtain without a degree. I believe everyone should be exposed to all cultures to eliminate ethnocentrism and its negative effects. (C.H.)

It is important to have student diversity in all forms because an individual’s varied experiences can greatly inform one’s view of the world, what one is passionate about, as well as one’s direction in life. Real-life knowledge of an issue fosters a deep understanding of the concerns surrounding those factors. In general, it would strengthen the field if more diverse viewpoints and areas of expertise were represented. (M.Z.)

Admission between increasing numbers of students know that they should pursue the potential with the degree they should provide, even if that degree is a graduate degree. They may not know which graduate degree to pursue, which may be important if they are interested in the likelihood of the degree. A graduate degree is a more important degree than reported in other studies. The study found that students actually pursue a graduate degree in psychology ($34,000). The cost of high school ($34,000). America’s most important public education cost of high school ($34,000). America’s high school ($20,000). American education cost of higher degree ($20,000). American education cost of higher degree ($34,000). American education cost of higher degree ($20,000).

Although historically diverse groups of undergraduate students are more important in academia, those who are comfortable admitting that it offers only limited access to higher education cost of high school ($20,000). American education cost of higher degree ($20,000). American education cost of higher degree ($34,000). American education cost of higher degree ($34,000). American education cost of higher degree ($20,000).

Psychologists are working with people who need to role models. If people acquire skills, they need to work with professionals and individuals to help everyone's learning process.
Administrators, educators, and advisors need to strike a balance between increasing the pipeline of psychology majors and ensuring that students know about both the strengths and limitations of a psychology degree. Educators and advisors must continue to recruit students to psychology, but they should provide those students with accurate information about earning potential with a psychology undergraduate degree. Educators and advisors should provide students with the necessary tools to market their skills acquired by earning an undergraduate degree in psychology. For those students who are interested in pursuing a graduate degree, accurate assessments of the likelihood of admission into graduate programs and of earning potential with a graduate degree in psychology must be provided. For example, studies indicate that from 28% to 82% of students wish to pursue an advanced degree (as reported in A. Hall, 1982); however, data suggest that only about 10% of students actually pursue advanced degrees (APA, 2003). In addition, when students do pursue an advanced degree, they often face a high debt load. The median debt level in 2005 for clinical PsyDs, degrees to become licensed psychologists often offered at private universities, was $100,000, nearly double what it was in 1997 (APA, Center for Workforce Analysis and Research, 2007b). The median debt level for clinical PhDs was $55,000, up 50% from 2001. The debt load for research-focused PhDs was less but still substantial ($34,000). Although psychology undergraduate and graduate degrees offer similar opportunities to other social science majors (e.g., sociology) and better opportunities than others (e.g., foreign languages), it must be acknowledged that in comparison with still others (e.g., medicine, law, business) they offer only limited potential for recovering the expense associated with the cost of higher education.

Although students majoring in psychology are becoming more ethnically diverse, a significant gender imbalance exists, with women earning 78% of undergraduate degrees in psychology. Psychologists should recruit and retain more men or the gender disparity may limit the diversity of perspectives in academic discourse and the range of psychological services to meet the needs of people from different backgrounds. Historically, when there has been a decline in a discipline's prestige, value, and salaries, men have left the profession and women have entered it to fill those gaps (APA, Committee on Women in Psychology, 1995).

Psychologists need to ensure that this does not occur in psychology by working continuously as a discipline to increase salaries for students earning degrees in psychology. In addition, they need to expose all students equally to role models within each subfield of psychology as well as to help them acquire skills to be competitive for many jobs that are consistent with a liberal arts degree (e.g., data analyst, editorial assistant). Finally, psychologists need to work with community members from various cultures and with professionals across disciplines to develop their discipline to be relevant to everyone's lives, to enumerate the roles psychologists play in improving com-
munities and society, and to show that all individuals can improve their own lives with more psychological knowledge.

RECOMMENDATIONS AND CONCLUSION

Psychology's undergraduate students will continue to become increasingly diverse in the years ahead. To the extent that administrators and faculty can create classroom and campus climates in which all students feel valued, they will be successful in establishing fertile ground for their students' learning, development, and refinement of cultural competency skills. We offer the following recommendations to help achieve such climates:

1. Administrators should regularly assess the demographic diversity of their student population, report the results to faculty, and use these data to inform strategic planning (e.g., implement policies that feature their institutions' existing student diversity as assets and educational resources while continuing to recruit and retain more students from diverse backgrounds).

2. Individual faculty should be sensitive to the demographics and developmental trajectories of their students and use instructional strategies designed to engage the full range of students in the class (e.g., infuse into courses issues relating to multiple types of diversity and the intersection of diverse identities).

3. Psychology faculty and students should use the empirical findings and theoretical insights of psychological science to inform campuswide and communitywide discussions of diversity-related issues.

4. Psychology curricula should accurately reflect the centrality of diversity issues to psychological science.

5. Department administrators and faculty members should actively create and sustain climates of mutual respect and open communication, recognizing the many factors that contribute to climate.

6. Faculty and administrators with responsibility for faculty development should provide opportunities for faculty members to develop their multicultural competencies and hold faculty members accountable for effectively applying these skills.

7. Advising should accommodate all psychology students throughout their academic careers. Sound advising can be provided through a variety of models, including designating particular faculty members for specialized advising roles.
matched to expertise and background, training faculty members in the advising skills they do not already have as researchers and instructors, and integrating professional advisors into the advising system in ways that free faculty members to do the kinds of advising that they do most naturally.

8. Psychology faculty should provide current and prospective psychology students accurate and timely advice about realistic postbaccalaureate employment availability and graduate school admission.