<u>Special Issue</u>
Preparing Leaders for Social Justice: Lessons from an Exemplary Counseling Psychology Department

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The literature on preparing educational leaders does not take into account what we can learn from other disciplines that have been successful in preparing professionals for social justice over a long period of time. To address this gap in the literature, this case study examined the policies and practices of an exemplary Department of Counseling Psychology oriented toward social justice. In so doing, we addressed these research questions: (a) What are the critical elements of this successful program? (b) What types of resistance did the program face? And, (c) how can these critical elements and resistance inform educational leadership programs? Drawing on a framework for preparing leaders for social justice, we addressed the research questions by interviewing key faculty and students in the program and extensively analyzing documents and archival date. During the change process, we found that (a) evolving meanings of diversity, multiculturalism, and social justice emerged; (b) the need to manage tensions was key, and (c) leveraging funding was critical. Their key policies and practices included (a) recruiting and hiring diverse faculty; (b) recruiting and selecting diverse students; (c) depicting the public "face" of the department and (d) implementing culturally responsive knowledge, skills, and pedagogy. We identify six lessons for educational leadership programs for social justice include (a) focusing on the world in which we are preparing leaders to lead; (b) hiring faculty of color and recruit students of color; (c) exploring the meaning of equity/social justice and how it should inform department policies and that practices should be an on-going conversation; expecting and valuing conflict in the process; (d) aligning all department decisions with the department equity mission; (e) leveraging university resources, and (f) developing courses, curriculum, and pedagogy that prepare leaders for diverse contexts. The paper concludes with limitations of and suggestions for the framework.

Current research has documented the efforts school leaders have made to facilitate school change that has led to significant increases in academic achievement not only for low income students, students of color, and students for whom English is not their first language (Oakes, Quartz, Ryan &

Lipton, 2000; Scheurich, 1998; Scheurich & Skrla, 2003; Perry, 1997; Vibert & Portelli, 2000), but also for students with (dis)abilities (Maynes & Sarbit, 2000; Riester, Pursch, & Skrla, 2002; Theoharis, 2004a; Touchton & Acker-Hocevar, 2001). These researchers have documented the efforts of educators who have significantly raised the achievement of students who typically struggle, and some have done so while also fully including students with disabilities in general education (Theoharis, 2004a, 2004b). This body of literature makes suggestions for what should be included in course content or ideas for delivering this content. From these studies, we now know some of the perspectives, knowledge, and skills that leaders for social justice need to lead for equitable achievement.

In addition, recent research related to educational leadership for social justice has suggested implicit and explicit recommendations for preparing school leaders for social justice (Bell, Jones, & Johnson, 2002; Brown, 2004; Capper, Theoharis, & Sebastian, 2006; Dantley, 2002; Grogan 2002; Heckman, 1996; Larson & Murtadha, 2002; Lyman & Villani, 2002; MacKinnon, 2000; Marshall, 2004; Parker & Shapiro, 1992; Perry, 1997; Pohland & Carlson, 1993; Pounder, Reitzug, & Young, 2002: Rapp, 2002; Rusch, 2004; Scheurich & Skrla, 2003; Skrla, Scheurich, Garcia, & Nolly, 2004; Solomon, 2002; Theoharis, 2004a, 2004b, 2004c; Touchton & Acker-Hocevar, 2001; Vibert & Portelli, 2000; Young & Laible, 2000). Pounder et al. (2002) suggest how an entire preparation program could be oriented toward preparing school leaders for school improvement, social justice, and community. Brown (2004) and Young and Laible (2000) offer additional suggestions for leadership programs. Recently, an entire issue of the *Journal of Educational Administration* (Shoho, 2006) featured research and articles that focused on the preparation of leaders for social justice.

However, none of this literature addresses the details of what an entire educational leadership program oriented toward social justice would include; moreover, the literature on preparing educational leaders does not take into account what we can learn from other disciplines that have been successful in preparing professionals for social justice over a long period of time. By examining exemplary programs outside of educational leadership, leadership preparation programs can learn valuable lessons about how to motivate and structure their own programs to more effectively prepare leaders for social justice. To address this gap in the literature, we examined an exemplary counseling psychology program oriented toward social justice and investigated the following research questions: (a) What are the critical elements of this successful program? (b) What types of resistance did the program face? And, (c) how can these critical elements and resistance inform educational leadership programs?

Research Design, Methods, and Conceptual Framework

To address the research questions, we relied on a qualitative research design, more specifically a case study design (Yin, 1994). We identified a

counseling psychology department that is an exemplary program that prepares professionals for social justice. We chose this particular department because its faculty has won many national awards for their demonstrated achievement in the recruitment, retention, and graduation of students of color from the American Psychological Association and the Council of Graduate Departments of Psychology; moreover, over the past 15 years of its evolution to a program oriented toward diversity and multiculturalism, it moved from being an unranked program in the country to being ranked consistently in the top five to ten programs nationwide.

With the department program serving as the unit of analysis, we conducted in-depth, in-person interviews with two key professors who were involved in the department's evolution over different periods of time. Another professor whom also had been involved in the department's change process recommended these professors to be interviewed. In our interviews with these professors, we asked them to talk with us about the change process the department underwent in becoming a social justice oriented program and the practices in which they engage to further social justice through their work as a department.

We also conducted interviews with five graduate students in the program—three individual interviews with master's students and one focus group interview with two Ph.D. students. Some of these students were also recommended by the chair, others were students enrolled in our classes to whom we extended an open invitation

to participate in our interviews. Of the students we interviewed, 2 were Ph.D. students and 3 were master's students (4 were female, 1 was male; 1 was African American, 1 was Asian American, and 3 were White). When we interviewed the students, we asked them about their perceptions of the department's social justice orientation and about their decision to matriculate to this program in particular and their experiences as students in the department.

Last, we analyzed a variety of documents related to the program, including the department website, course syllabi, admissions materials, program descriptions, and new hire interview protocols. We used this archival data to triangulate the interview data and as a primary source for information about the department's history, mission, course offerings, and hiring practices.

In our interviews and document and archival data collecting, we first sought information related to student and faculty demographics in the program, how the program defines social justice, how the program became oriented toward social justice, and its change process to become a program for social justice. We then structured the rest of the data collection based on a framework for preparing leaders for social justice by McKenzie et al. (2007). This framework identifies faculty development, student selection, knowledge and content of the program, pedagogy, induction and internship, and program evaluation as key components of an educational leadership program that prepares leaders for social justice.

Based on this framework, we collected data from the department in each of these areas. For example, in addressing faculty development, we asked to what extent is social justice considered in faculty hiring and evaluation and how has faculty capacity been developed for social justice. With student selection we asked, to what extent and how is social justice used as a criteria for student selection? For knowledge and content, we collected the department's mission statement, course syllabi, and asked participants how the program addresses critical consciousness and racism, classism, sexism, homophobia, and biases and prejudices because of home culture, home language, disabilities, or other such issues, both individually and collectively. Referring specifically to education issues, we also asked, to what extent courses address inclusion for students with disabilities and English language learners and using data for consciousness, decision-making, and evaluation.

Regarding pedagogy, we sought information about how faculty pedagogy reflects social justice beliefs and values and to what extent students participate in community-based social justice efforts through their coursework. We also sought information regarding how the program measured its effectiveness and the results of these outcome measures. Finally, we also asked participants to reflect on the critical aspects of their program success and what has been most challenging in their movement for social justice and to give advice for educational leadership programs wishing to prepare leaders for social justice.

The constant comparative method, in which the researchers analyze data throughout the duration of the research process, guided our data analysis (Glaser & Strauss, 1967). Accordingly, we analyzed data as we gathered additional data, using our analysis to guide subsequent interviews and our search for archival data. In addition to ongoing data analysis during data collection, we engaged in continuous analysis throughout the writing process.

Finally, we would like to address our positionality in this study and our use of language throughout the remainder of this paper. Neither of us has been directly involved with the Counseling Psychology department featured in this study, but we have been aware of their work and accomplishments as an outstanding department in a School of Education. Regarding our choice of language in reporting the findings, we adhere to the language that the department used to describe their work—namely that their work was oriented around multiculturalism and diversity. Only recently has the phrase social justice emerged as part of their discourse.

Findings

The Department of Counseling Psychology at the Cedarcrest University is situated in the School of Education. Created in the early 1960s as the Department of Counseling and Behavioral Studies, the department originally offered areas of study in counseling and guidance, rehabilitation

counseling, and special education. Over the years, the department has undergone many re-namings and reorganizations. The most recent reorganization occurred in 1993 when the department took on its name and became accredited by the American Psychological Association to offer a doctoral program in Counseling Psychology. In addition to the doctoral program, the department offers a master's program in counseling and focused programs of study in professional counseling and counseling in school settings.

According to the department website, the Department of Counseling Psychology aspires to offer a program of learning that honors dignity and respect in professional psychology, innovation that is based on scientific method and rigor, psychology practice that enriches the lives of individuals lives and communities, addressing empirical questions about psychology, the dissemination of new knowledge through national and international publishing and presentations of research, and the ethical and legal principals of the profession of counseling psychology.
Further, the department materials go on to note that the program specifically emphasizes multiculturalism and diversity in counseling psychology.

At the time of data collection in fall of 2007, the department employed 11 faculty members. Seven of the faculty members were female, 4 male, and 55% were of color. The department enrolled 59 Ph.D. students and 50 master's degree students. Of these students, 85 were female and 24 male, 28% were of

color, 5% were students with disabilities. The faculty ranged in age from 22 to 55 years of age.

The Change Process. In this section, we review how the department moved toward an emphasis on diversity and multiculturalism. Key aspects of that process include the evolving meanings of diversity, multiculturalism, and social justice; managing department tensions that arose in part from those evolving meanings; and leveraging funding.

The department's orientation to diversity and multiculturalism was not always a part of the department's mission. In the early 1990s, with the leadership of the department chair and the support of two other faculty members, the department underwent a shift. According to one faculty member this shift began

> . . . at a faculty meeting where the faculty looked around and said, "Hey you know what? We don't have any faculty of color, any students of color, and we're saying we are this space and place [for diversity], but we are not thinking about it and we are not having anything in our mission and so forth to be able to find that diversity.

This conversation was initiated by a senior White female faculty member and two White, male, Italian faculty members who had experienced discrimination in their experiences in academia. At that time, they hired an African American male assistant professor.

From the beginning of this change process, the faculty positioned their efforts not as an effort to be a department focused on multiculturalism. Instead, their efforts pivoted on effectively preparing their graduates to be successful with the changing diverse population—the diverse environments and settings in which every single one of their graduates would invariably work. One professor explained this focus further:

> [We want our graduates] to have a sense of the world we are preparing our students for. This is not just an equity issue for [within] the department. … But what's our responsibility in the world? If we collectively buy that it is to truly change the way schools serve all kids in a diverse world—what's our curriculum look like? And what kind of students should we attract who would best benefit from this curriculum?

This focus on the diverse communities their graduates would work in extended even to traditionally rural, White communities, which are experiencing increases in the number of ethnically diverse families, especially of Latino families (Fry & Gonzalez, 2008; Marrow, 2005).

In continued conversations, the department's faculty discussed what it would take to truly embrace a commitment to diversity. They began by changing their mission statement to include a commitment to multiculturalism and diversity in counseling, teaching, and research. According to the overview on the department's website, this mission was, and is still, founded on an understanding that "because the U.S. population is increasingly diverse, culture-centered and ethnically appropriate services are necessary." As part of this commitment, the department now endorses the American Psychological Association's "Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists." These guidelines, also listed on the department overview website, assert that psychologists must

- recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves;
- recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about ethnically and racially different individuals;
- employ the constructs of multiculturalism and diversity in psychological education;
- recognize the importance of conducting culture-centered and ethical psychological research among people from ethnic, linguistic, and racial minority backgrounds;

- apply culturally-appropriate skills in clinical and other applied psychological practices, and
- use organizational change processes to support culturally informed organizational policy development and practices.

From the outset of the department's movement toward being a social justice oriented program, the faculty has reserved one half-day of their annual full day retreat every year to address issues of multiculturalism and diversity and to engage in ongoing dialogue about these issues. Faculty members come together to grapple with how to put action behind this commitment to multiculturalism and diversity. At their first retreat, faculty scrutinized each other's syllabi and provided each other feedback on ways their courses could be more culturally responsive in their objectives, readings, and activities. Faculty members have continued this conversation and feedback on the program and coursework to the present time.

Evolving Meanings of Multiculturalism, Diversity, and Social Justice. One central finding of this study was that as the program shifted toward preparing their students for diverse community contexts, the department wrestled with the meaning of diversity and multiculturalism. The faculty did not all agree on a definition of diversity and multiculturalism and they all did not agree on how these concepts should be expressed in the department's policies and practices. Overall, we found that racial/ethnic, gender, and social class diversity and multiculturalism were privileged over other facets of difference; however, some students did mention an interest in incorporating LGBT studies in their course of study by inviting in speakers whose research focuses on LGBT issues and potentially hiring a faculty member with that focus. Disability and language were not mentioned as facets of diversity by any of the people we interviewed.

This lack of consensus, however, did not impede the work of the department toward preparing their students for diverse contexts. The lack of consensus resulted in tensions in decisions about department practices toward this goal; however, faculty and students regarded the on-going discussion and negotiation about the meanings of multiculturalism and diversity and how this should shape their department policies and practices as central to the practice of social justice; moreover, faculty and graduate students agreed that the fact that these conversations took place across faculty and graduate students, and continued over time, signified the effectiveness of the department toward these ends.

For example, one faculty member viewed this lack of agreement not as a problem but as a counter discourse against what the faculty member called "group think multiculturalism". In the faculty member's view, the lack of agreement was simply one aspect of a department process that valued different perspectives. The faculty member explained:

We're not willing to do, kind of this, big-head, group-think multiculturalism. . . . The whole idea behind multiculturalism is to be able to have multiple perspectives about life and worldview and so if we have someone who says, "I don't think it should only be students of color who are [provided department financial support to attend a conference], I think it should be a mix of students, White and students of color." For that to be just as important and valid a point and to be heard just as validly as saying, "But I think it should just be students of color." So we don't see that as kind of like the descending voice, versus being able to see that as, this is part of what it means to be in a diverse community. We're gonna' disagree, and I think we do disagree, but we disagree in such a way that we are able to say, "That's about an opinion, that's about diversity. That's not about who we are as people. We're still gonna' go to lunch. . . ." We're able to hold that as part of the process. There's a lot of ambiguity. There's a lot of potential for conflict, but we also see that as also a way or means for us to be more intimate and close as a community.

Another faculty member agreed and contrasted faculty members' individual definitions of multiculturalism with the department's definition:

There are the individual definitions and there is . . . a collective definition within our department and actually that is something that has allowed us the kind of multi-perspective and multi-dimensionalized understanding of how we are enacting social justice.

A graduate student agreed that there was not a shared understanding of social justice in the department. When asked how the department defines social justice, the student responded:

That's kind of a tricky question, because I feel like everyone in our department is at odds at how to define social justice. There is a core group of staff and students who make up the social justice committee and even amongst them, there's questions on "Does that mean research? Does that mean going out into the community? . . ." There's kind of a hot debate on that now . . .

Another graduate student confirmed the on-going social justice debate within the department:

I know there's conflicts within our department about who's not doing it [social justice work], who's doing it. And even within the students, like what counseling should be and what social justice should be. So I think there is sort of a divide somewhat in the department of what it should look like.

This same student, however, did not see the disagreements as detrimental to his/her graduate work. The student explained further:

> I think it's great that people are talking about it, and I think it's something that everyone should talk about. And it should be something that is more openly and more supporting each other for it. Because I mean I think it's hard for anyone—it's like multicultural counseling, I mean it's a lifelong thing. You're always learning how to do it, what it is, and how to do it better. I think that's the mindset you need to have to do social justice or be multiculturally competent. Because you can easily try to do really good things and mess up, and that's why I think talking about it and getting other people's perspectives to see what you're doing—is what you're doing social justice or multiculturally competent? . . . All the professors would be willing and also other students are willing to talk about it.

Confirming the faculty's perspective, a third graduate student also thought that the disagreement about how the department viewed social justice and multiculturalism was a positive part of the process:

> I actually do think that our department does differentiate between social justice and multiculturalism-slash-diversity .

> . . Multiculturalism and diversity—I think sometimes they use those interchangeably, but as far as social justice, I do think they are striving to create a distinct and different definition. . . . So I think that's something that is always evolving and something that is always on the table, which to me is part of social justice in itself, that there is space provided for people to have those discussions and to bring those ideas to the table.

Reflecting how the implementation of a program oriented toward equity and social justice is an on-going process, these faculty and students made these comments in the fall of 2007 and the department began moving in this direction around 1990.

Managing Tensions. The tension associated with establishing common understandings about multiculturalism, diversity, and social justice predictably spilled over into department practices. For example, some of the faculty's research is grounded in quantitative methods and not directly related to multiculturalism, while other faculty's research draws on qualitative methods and focuses on multiculturalism. While this difference in faculty research was not a problem per se, the faculty did experience some tension regarding whether or not to require students to integrate aspects of multiculturalism and diversity into their dissertations.

Other decisions that raised some tensions were, for example, whether or not a multicultural student travel fund should fund only students of color to

attend conferences to recruit other students of color. One faculty member admitted that

> There was some "squawking" about this, but [we] just say, "Well, it's a different reality for students of color. We are trying to recruit a diverse student body. Let's find money so more people can go, great, but we need to reserve space for students of color."

Another tension arose around whether prospective students should be required to have experience and expertise with diversity and multiculturalism as a requirement for admissions or not. We further discuss this particular tension and its impact on department practice in the student recruitment and selection section of the paper.

Leveraging Funding. The Counseling Psychology department is small compared to other departments in the School of Education, and only a few of the faculty have funded research grants. The faculty was quite creative and skillful in the ways they were able to secure additional funding from the School of Education and from the university for their efforts. As one faculty member commented, "Put money on the table first. . . . When social justice is the priority, you can find the dollars to do it." Accordingly, we identified six ways the chair and faculty leveraged funding for their efforts.

First, faculty agreed that providing funding for graduate students, especially graduate students of color, was key to ensuring a diverse student body. In the school, each department is allocated a specific number of what were called at the time of data collection Advanced Opportunity Fellowships (AOF) for graduate students of color. These fellowships provided tuition, health insurance, and a stipend for graduate students in years one and two of their program with no requirement for work in exchange. In year three, the department was expected to employ the graduate student as a teaching or project assistance and in turn the student received free tuition and health insurance. The department chair was able to negotiate with the school of education to be allocated more AOFs than the other departments in the school.

Second, the department chair collaborated with other university departments like Women's Studies, Spanish, and Psychology to secure additional AOFs for their students. Third, whenever faculty was bought out of a course from a grant, the department channeled all of this money back into graduate teaching assistant or research assistant lines in the department.

Fourth, the department established a multicultural student travel fund. The fund supports students of color to attend conferences to recruit other students of color into the program. Fifth, the department negotiated with the university to receive funds to fully support (i.e., housing, food, and a stipend) prospective graduate students of color in an eight-week, on-campus, summer program. Details for both these initiatives are explained further in the

Student Recruitment and Selection section of this paper

Sixth, for the past several years the department has sponsored a social justice conference which they use in part as a recruitment tool for invited prospective students. The conference features presentations by faculty, invited presenters, and showcases the research of current students and accomplishments of the department's alumni. One faculty member referred to the conference as a "Great opportunity to come together as a community." Faculty and students then decided that the work of the conference needed to continue throughout the year; thus, they created a social justice diversity committee, which hosts a keynote speaker or reading and discussion. Speakers often highlight issues that students feel like they have not addressed thoroughly within the program (e.g., topics related to sexual orientation).

In sum, faculty did not fully agree on the meaning of multiculturalism and tensions resulted from their efforts; however, with the leadership of the chair and a few faculty members, the faculty's decisions for department policies and practices coalesced around their objective of multiculturalism as a requirement for preparing their graduates for a diverse world. Next we examine those policies and practices more closely, including (a) faculty hiring and development; (b) student recruitment and selection; (c) department culture and the public "face" of the program; (d) knowledge, content, and pedagogy within the

program; (e) induction and internships, and (f) program evaluation.

Faculty Hiring and Development. One of the department's first initiatives in incorporating diversity, multiculturalism, and social justice in their program involved faculty hiring practices. Their first hire under their effort to become a multiculturally oriented department was one faculty member of color, to whom they devoted resources and support to ensure the faculty member established a solid research agenda and obtained tenure. The department supported this faculty member in taking the lead as the chair of the department's Diversity Committee. He also developed the department's first multicultural counseling course.

The department's explicit goal of recruiting and hiring faculty members of color has resulted in a remarkable diversification of faculty. In 1996, the department hired the third faculty member of color. Today, more than half of the faculty members are of color, in a university where just 15% of the faculty are of color. At the time of the study, the department employed 11 faculty members, of whom three were Latino, one was African American, one was Asian American, and one was Middle Eastern.

The department did not stop at seeking diversity in the demographics of faculty members. As one faculty member explained,

> Every [faculty person] in the department coming in knows that the department has a mission and goal to have an infusion and

integration of diversity and multiculturalism some way into the way we work, the way we research, the way we train.

As such, the department hires new faculty members who also bring a commitment to the department's mission of integrating diversity, multiculturalism, and social justice into their program, pedagogy, and research. To do this the department has a focused approach to advertising vacant positions and interviewing candidates. At the outset of the new hire process, the department makes their mission explicit in job calls and listings for vacant positions. For example, one recent faculty job call for a multicultural child, adolescent, or family visiting professor, in addition to featuring the department's achievements in diversity and multiculturalism, included the following:

> The desired candidate will contribute to our commitment to multiculturalism and diversity … The candidate should want to expand her/his interest or have an interest in one or more of the following areas relative to child, adolescent, or family considerations: race and ethnicity, gender, sexual orientation, age, social class, ability status, cultural identity development, or cultural competencies.

This job description also included the requirement that the faculty member participate in the annual Social Justice

Conference. Another description for an assistant professor of Counseling Psychology requested the following:

> We are seeking a candidate who has the ability to build on these strengths and/or extend our expertise in new directions that are relevant to Counseling Psychology such as gender or LGBT research and practice, health psychology, or the psychology of underrepresented groups.

During interviews of potential new hires, candidates are asked to explain explicitly how multiculturalsim, diversity, and social justice is central into their work. According to one faculty member, the interview committee asks, "How do you integrate [multiculturalism in your work]? Who influenced you? How do you envision, what role do you see yourself playing—in adding to the perspectives and the diversity of this program?"

In addition to focused efforts in faculty hiring, the department holds an annual, one-day retreat. In the early 1990s when they first began their transformation, a pivotal retreat required faculty to bring their course syllabi. They worked together to identify specific ways that each course could be more culturally responsive than it currently was, identifying content, specific readings, and course requirements that could better prepare students to be successful with increasingly diverse communities. Like faculty hiring, the department did not settle for having one retreat focused on

diversity. Rather each year, one half-day of the retreat continues to focus on diversity and multiculturalism and more effective ways it can be addressed in their department. This ongoing dialogue ensures that the work done in the department is more than just words in their mission statement: "It's more than just saying, 'We want to be multicultural. We want to have this safe space.'"

As a result of these focused efforts in faculty development, one faculty member told us,

> Each one of us here in the program, in the department, can articulate . . . what kind of multiculturalism or social justice they enact within their research or their practice. So it's not that we have" the [one] diverse faculty member" or "they're [the one] doing the diversity work" or "they're [the one] doing the multicultural work."

The students we interviewed echoed this impression, articulating the ways faculty members enact multiculturalism, diversity, and social justice in their courses and research projects.

Student Recruitment and Selection. A Law School faculty member at Cedarcrest University once told one of us that their school works to resist the excuse that because the state does not have a high percentage of citizens of color—nor does the city, nor does the Cedarcrest University—they therefore cannot be expected to have a high number of students of color in their program. The Department of Counseling Psychology does not buy into this excuse either. Instead, students of color comprise 28% of the department, while the university enrolls just 9% of graduate students of color who are also American citizens. One faculty member reflected on how the student demographics of the department has changed over the past five years as a result of their focused efforts:

> . . . so the goal was to create a really diverse class, and not honor one type of being over another and get a group that could kind of come and explore these differences. So, you know, before that we were dominated from White, middle-class women from [the state]. That was our dominant doctorial and master's student and now we're still dominated by women, but we have people of more geographic diversity, more ethnic diversity.

Like faculty hiring, the department is relentless about recruitment and retention of a diverse student body, even when many other departments would be resting on their laurels with the quality of student applicants the department receives. Each year the department receives close to 100 Ph.D. applications, of which they accept 8, and 200 master's degree applications, of which they accept between 16 and 18, and they send out over 2,000 program descriptions and applications each year.

The department takes a multi-pronged approach to student

recruitment. Certainly one of the department's greatest assets in recruiting a diverse student population is their diverse faculty. Both of the students of color with whom we spoke expressed that having faculty of color played a significant role in their decision to apply to this program. One of them explained,

> It's really important to have our diversity reflected in our faculty because it demonstrates our program places value on diversity issues in its research, teaching, and clinical work. … In particular, from my experiences in the program, I appreciate our faculty of color most especially for their mentoring and support, in particular my advisor. She truly understands my struggles as a graduate student of color, and she has most definitely impacted both my personal and professional growth in this field. … I chose to stay here for my doctoral studies mainly because of her [after completing the master's program]. I had several offers on the table and still chose to be here just knowing the support and guidance I have received from my mentor/advisor couldn't be replicated just anywhere.

In addition to leveraging the diversity in their faculty as an asset in the recruitment of a diverse student population, the department has developed creative strategies for recruiting a diverse pool of applicants from which to select students. The multicultural student travel fund is one example of this. A primary aim of this fund is to send current students of color to attend conferences to network and recruit prospective students of color. Students are then encouraged to maintain mentoring relationships with prospective applicants via email.

The department has also established a partnership with a university in California to channel their outstanding Bachelor of Science degree graduates of color in their School of Social Sciences to the Counseling Psychology program. To facilitate the process, the department has received university funds to fully support (i.e., housing, food, and a stipend) potential students who spend eight weeks in the summer on the Cedarcrest University campus. While on campus, they conduct research with faculty members, sit in on classes and complete readings, meet individually with faculty mentors, and are mentored by a current graduate student. From this partnership, the department, at the time of the study, had enrolled five Latino students in their program. In addition, the department invites applicants to their annual Social Justice Conference as a way to meet faculty and graduate students and to learn more about the program.

Applicants' experience with and commitment to diversity and multiculturalism as criteria for acceptance in the program varies between the master's and doctoral programs, and this variation reflects differences in opinion of the faculty who chair the master's and doctoral

admissions committees. For the master's program, "commitment to diversity" is one of five other equally weighted criteria. The other criteria include academic qualifications (e.g., grade point average, Graduate Record Exam scores), career maturity, counseling experience, and stated commitment. One faculty member we spoke with, who is more directly involved in the selection of master's students, expressed his belief in the department's capacity to shift students' perspectives and their responsibility to prepare all students to be multiculturally competent counselors, regardless of where they are in that journey upon entering the program. For this reason, the master's selection process does not require that students already demonstrate this competency for admission into the department. In fact, this faculty member believes that having cohorts of students from a wide variety of backgrounds and perspectives, including those who may not already have a particular commitment to diversity and multiculturalism, is part of fostering diversity within the department. To explain, he said,

> We think that every interaction is cultural. . . . To understand that, you need to be in a room with people who have a wide range of values and perspectives. It's not just preaching to the choir. You're not choosing a choir, you want a diverse set of beliefs and attitudes and values.

He further explains that in embracing this approach,

The goal was to create a really diverse class and not honor one type of being over another and get a group that could come and explore these differences. . . . We have built a reputation as a place where if you are interested in coming . . . we are preparing people to work with a culturally diverse [population].

In contrast, the doctoral program selection process weighs demonstrated experience with and commitment to diversity and multiculturalism more heavily as a prerequisite for admission, reflecting the belief that this is a program about multiculturalism; thus they give priority to those who already embrace that orientation. In the application process, prospective Ph.D. students write a goal statement. Based on written application materials, the department selects a pool of potential students and conducts phone interviews with those finalists, in which each applicant is asked to share "about who you are as a cultural being." Committee members look for students who are able to connect their personal experiences to larger concepts of multiculturalism and diversity. Yet, the Ph.D. student selection committee recognizes a wide range of how that might look. When asked if the program would accept someone with no experience with diversity—someone who grew up in a working-class, White, rural community for instance—one committee member said, sure

> The perspective would be, here is an individual who is going to go

into a rural community, who is likely to return to a rural community. Particularly if they are saying, "I came from a farming community, I want to return to my rural, farming community." We're going to say, "Hey, that's the kind of going out, that's the diversity that we're looking for to be able to provide rural mental health." And if an individual says, "I haven't done this before, I'm very interested," that's going to sound very different than someone saying . . . "I just want a Ph.D. [from here] because you are one of our top-ranked places in the nation."

This divide between the master's and Ph.D. student selection processes was apparent in interviews with students as well as in interviews with faculty members. All of the students we spoke with said that not everyone in their master's cohort came to the department with a commitment to or familiarity with multiculturalism and diversity issues. On the other hand, the doctoral students suggested that anyone who was admitted into the doctoral program must have an express interest in and experience with multiculturalism and diversity. For example,one White female student described why she was attracted to and applied to the program:

> I was at another program in clinical psychology [at another university] and that lasted two months and I withdrew. . . . I had just gotten back from Costa Rica, so I was kind of really sensitive to

our culture and issues about our culture. And then we were learning the different disorders from the DSM-IV, so I would bring up points in class about, you know, maybe this is culturally biased, and my professor wanted to have nothing to do with that kind of discussion. He was like, "Oh, you're one of those." And I was like, "Uhhh, I guess so." . . . So then, so at that point I was like, "If this is science and this is mental health, then I don't want to have a part of it." . . . In this program [that I was in previously] it was kind of behavioral therapy and explaining on why that is so effective. And it was really not as open to criticism, and I think that for a lot of the cognitive behavioral therapies and research is based on middle-class, White people so, I . . . So, I heard about Dr. Quinn's research and Dr. Montoya and so I looked up the website and I was like, "Oh yeah, that sounds like a perfect fit."

Both the multicultural orientation of the department and the manifestation of that commitment in the work of the faculty were the primary reasons this student applied to the department.

The Department's Public "Face" and Recruiting Diverse Faculty and Students. Given the clarity of the department's purpose in preparing graduates to be successful in diverse community contexts and the primacy of multiculturalism and diversity in that

purpose, every aspect of the department reflected that purpose. This integration of their purpose and the importance of multiculturalism and diversity in department practices was notably reflected in the number one place where prospective students and faculty are first introduced to the department: the department website. We conducted an equity audit of the site, examining the ways in which the site reflected a commitment to equity and social justice and areas where it could be strengthened. To be sure, the website went far beyond the strategic placement of photos of students and faculty of color within the site as a way to communicate the importance of diversity in the department (see Table 1 in Appendix).

Given that over 2,000 prospective students request application information from the department each year and given that often the first place a prospective faculty member learns about a department is via the department website, this public "face" of the department via the website was a critical aspect of their department work.

In addition, though educators for social justice frequently mention the importance of a K-12 school culture where students and families can see themselves reflected in the school, including the books that are used, and

the décor of the school (Adams, Bell, & Griffin, 1997; Frattura & Capper, 2007), the importance of the climate and culture of a higher education department has received hardly any attention at all; however, walking into the hallways of the Department of

Counseling Psychology, a prospective student or faculty member would know immediately the values and focus of the department before reading any department literature or meeting faculty members. In the hallways, the department has on display floor to ceiling posters depicting current faculty and student research focused on multiculturalism and diversity. The posters include text about the research, key findings, and photos of faculty and students involved in the research. Faculty offices and waiting areas are colorful with art and cultural artifacts of value to the faculty and students who work and study there.

Knowledge, Skills, and Pedagogy. Similar to how McKenzie et al. (2007) assert that "a preparation programs must acknowledge that leadership for social justice requires knowledge and skills that reach beyond the traditional notion of instructional leadership" (p. 14), the Department of Counseling Psychology acknowledges that preparing students to be multiculturally competent requires a particular set of knowledges and skills. Early in the change process toward a multiculturalism and diversity orientation, the department grappled with the idea of creating a specialty track for students interested in studying multiculturalism, diversity, and equity issues. Instead, the faculty decided that because every interaction between people is inherently cultural, the department would strive to prepare all of its students to be multiculturally competent; thus, faculty decided that diversity and multiculturalism would not be relegated to one particular course

or to one particular program track, and that instead, they would seek to integrate these ideas throughout the curriculum. This decision was based on the assumption that it is the department's responsibility to prepare students for the world in which they will be working. To illustrate, in the required course, Theories of Counseling, students compare and contrast foundational theories of counseling with a special focus on the multicultural implications of each theory; for example, asking what these theories mean for women, for people of color, for people with disabilities. One faculty member asserts, "In terms of their [faculty members'] classes, [multiculturalism] is not the last chapter of the book, on the last day, in the last fifteen minutes. It begins there, it's centralized there, it's a conversation throughout the process."

Though the department held an expectation that diversity and multiculturalism would be infused throughout all the courses, students reported that how faculty approached this in their courses was uneven across the department. One student explained,

Depends on the teacher. They'll incorporate it into our readings, like certain articles will be about a diverse population, the questions or examples that they'll give. But it's like some teachers do it more than others

Another student concurred,

For the most part I think it is the fundamental basis of everything

that we do. I do think that there are a few courses that don't seem to make that connection so well, but for the most part, I think because of the field we're in, we're in counseling and we're going to be working with diverse populations, so most of our classes are geared at training us to do that so you kinda' can't help but talk about who might be showing up in your office

Even though faculty seek to infuse diversity and multiculturalism throughout the curriculum, at the same time, they also require all students to take a multicultural counseling course. As expressed in the course's syllabus, students

a) increase awareness of cultural assumptions and biases, b) become familiar with multicultural competencies and ethics, c) begin the process of self-exploration as a racial/cultural being, and its subsequent impact on your work with clients, d) gain an initial understanding and knowledge base about different reference group memberships, and e) start building counseling techniques and skills that are necessary to providing multiculturally sensitive services as a counselor.

This course devotes entire sessions to different facets of multiculturalism and diversity, including religion/spirituality, ability/disability, gender, sexual orientation, social class,

and race and ethnicity. This course also explicitly addresses White privilege, the role of self-awareness in multicultural competency, and intersections of reference group membership. Though this single course addressed the range of diversity, department students reported and department syllabi reflected that the main focus of the department was on race, ethnicity, and culture. Gender, disability, and sexual orientation received quite limited attention. One student explained,

> I think because our faculty and our student population are more ethnically and racially diverse, that's what we tend to focus on. I think in addition, our clientele that we work with are more likely to be ethnically and racially diverse than some of the other – isms. I think on a large-scale, generalizing, that that's true for us, that that's what we tend to focus on. I think that you've also pointed to an area where we definitely need some improvement. I can think of our faculty search a couple of years ago, where the students really rallied around recommending a faculty member whose main area or main specialty was LGBTQ issues. And the students really voiced that we thought this was important. This would add to the diversity of our faculty as well as bring in some knowledge that we felt was lacking in our coursework. Unfortunately, that person wasn't recommended for the position, and so I think that

that's just an example of students recognizing that, "Hey, we have this deficit here. We need to learn more about these issues."

Students reported that whether or not a particular course was effective in addressing diversity, depended in part of the race/ethnicity of the students in the course, or on the prior experiences the students brought to the class. For students who came to the program with extensive personal experiences with diversity and who also studied about these differences in their undergraduate program, they felt that some of the courses were limited that took a basic, beginning approach to addressing diversity. Whereas, for White students who grew up in White communities and with little attention given to diversity and difference in the undergraduate program, they were challenged by the diversity in the curriculum. One student explained further:

> Just to give you some basis on that class, like based on that book we were looking at different diverse populations. It was by chapter, week-to-week it was different populations. . . . It was more based on race, but then it did break out into diversity and social identities. But I think there was also a piece of self-reflection that happened all throughout that class that was really helpful, especially for our White students.

Another student countered this student's perspective:

I just think my experience with the course was very different and my experience with the master's program was very different, because I come from southern California. It's very diverse, and the readings that we had and the videos that were shown, I've seen them all as an undergrad student. So I felt really frustrated because my expectation was that I am going to grad school to get this next level, and for me, my personal experience did not match the majority of people in there. So it was an appropriate course; however, for me personally, I really struggled a lot, because I felt like, "Oh my gosh, hmmm." So that was frustrating for me, nevertheless good to review and reflect on all of that, but I think I had higher expectations, but I don't think that that's the norm. I think I am an anomaly [in the student population] because I think that most students come in and it is kind of this fresh and new thing and they didn't get that experience.

Though the department focused on interpersonal interactions in one-to-one counseling, students preparing to be school counselors are not taught how to be change agents within the school or how their efforts could contribute to systems change toward equity and social justice in schools (see Frattura & Capper, 2007). Students preparing to be school counselors were advised to work within the existing school system.

Students also reported the success and importance of Diversity Dialogues. Students were trained how to facilitate a conversation about diversity and difference in relation to campus issues, or Diversity Dialogue, generally with a small group of 8-10 undergraduate students. Diversity Dialogues began as a teaching practicum in spring of 2006. Then in the fall of 2007, the department offered a class for interested facilitators to engage in more in-depth study and practice. Participation in the Diversity Dialogues is optional for all students, and students preparing to be school counselors are not expected to nor were taught explicitly how to facilitate such dialogues with K-12 students. Yet, the master's students we spoke with believed conducting Diversity Dialogues in the schools in which they will work in the future would be an appropriate role for them to play.

Pedagogy. Two key pedagogical practices that furthered the department's multiculturalism efforts were developing student cohorts and critical reflection. The success of the Counseling Psychology department's use of a cohort model suggests that cohort programs focused on social justice may be critical to preparing leaders for social justice work. One student explained how the cohort model strengthened the diversity aspect of her student experience:

> They do a really good job of just putting cohorts together where people have such varied

experiences that we learn from each other in the ways that our professors are maybe not teaching us, and maybe then our peers are doing a better job of that. . . . They definitely look for people who have had great learning experiences and are going to be able to share good things as a group. But we're so varied in age and ethnicity, and where we grew up. I mean, that in itself for a lot of people who have only lived in the same community for their whole life, that's way better than whatever our professors could tell us.

In addition to cohorts, faculty relied on critical reflection as a powerful pedagogical approach with a goal toward self-awareness and personal development. One student commented that in his classes they do not talk abstractly about the "isms" in society (i.e., racism, classism, sexism, ableism, heterosexism, etc.), instead "it's bringing it always back to yourself" and being aware of how society is affecting you. Students are challenged to continually reflect on who they are as a cultural being. The belief is that being able to understand one's self as a cultural being is necessary to then facilitate that process for clients as a counselor. The understanding found through this reflection then becomes the basis for discussions on race, ethnicity, social class, sexual orientation, disability, and other facets of diversity and multiculturalism are based.

Critical reflection as a pedagogical tool is used in courses and

as a component of students' clinical work, for example in group discussions, journaling, and autobiographical exercises. While critical reflection is a common approach to instructional delivery in the department, pedagogy otherwise varied across professors throughout the department. This seems to be another asset afforded diversity of the department's faculty.

Internships and Induction. McKenzie et al. (2007) assert that it is "not enough to just tell our university students about the strategies they can use to improve teaching and learning in their schools; we must provide opportunities for out students to participate in these activities" (p. 15). In the department of Counseling Psychology, students find these opportunities through practicums and the clinical work required to strengthen their clinical skills especially in working with diverse populations. These experiences integrate and supplement the knowledge and skills taught through the department's curriculum. Master's students are required to complete a year-long applied practicum, and Ph.D. students complete an additional three credit hours of practicum at the doctoral level, spread out over three semesters. Beyond the requirements for graduation and licensure, the department also offers advanced counseling practicums in specialized areas of practice, such as family therapy, in-patient service delivery, and assessment.

As students assume professional responsibilities as counselors and connect the knowledge and skills from their coursework to practice, they are

guided by an on-site supervisor and a university supervisor and are required to attend reflective supervision sessions. To ensure the quality of students' practicum experiences, all practicum sites are pre-approved by department faculty; however, students are able to pursue approval of other sites on a case-by-case basis. Practicum placement is one way that the department supports students in developing their particular interests in social justice; for example, some students receive placements in which they work with individuals in underserved communities, and students who are interested in challenging organizational and social structures may be placed in public schools. One of the faculty members we interviewed also spoke of practicums as an important way to further fulfill their commitment to multiculturalism and social justice because they connect students and faculty to the communities they are being trained to serve.

After graduation, the department does provide some induction for master's students as they enter the professional world of counseling. One faculty member explains, "Even when our master's students finish with their two year degree, there is still an additional year of clinical hourly to gain before they can become licensed"; thus the program offers continued supervision and support as students document their hours to complete licensure requirements at the end of their third or fourth year. The department also seeks to support and maintain contact with their doctoral alumni after leaving the program through a departmental newsletter, which is distributed in the fall and spring of every year. The aim of this newsletter is to keep folks in touch and facilitate networking, and in the spring newsletter, they focus particularly on highlighting alumni accomplishments. Last, the Social Justice Conference has served as a venue for connecting new students, alumni, and faculty in both practice and research around issues of social justice, multiculturalism, and diversity.

Program Evaluation. When we asked about program evaluation, the faculty members we interviewed admitted that this was an area they still needed to work on. One professor in the department had recently collected data through alumni surveys from master's and Ph.D. students, however the results of this survey had not yet been shared with the department. It is clear that the level of reflection and communication engaged in by the department's faculty and students provides an important source of information regarding the performance of the department.

Implications for Educational Leadership Preparation

We identified six lessons for leadership preparation that we can learn from this exemplary social justice preparation program in counseling psychology: (a) focus on the world we are preparing leaders to lead within; (b) hire faculty of color and recruit students of color; (c) seek the meaning of equity/social justice and how it should inform department policies and practices should be an on-going conversation and expect and value conflict in the process; (d) leverage university resources; (e) develop

courses, curriculum, and pedagogy that prepares leaders for diverse contexts, and (f) align all department decisions with the department equity mission.

Lesson #1: Focus on the World in which We are Preparing Leaders to Lead. While conversations about social justice can become mired in debate, there is little debate that our country and our schools are becoming increasingly diverse; thus, rather than departments becoming bogged down in reaching consensus on mission statement language, departments instead can focus on the best way to prepare leaders to hold an asset-based view of students and school communities (i.e., not a deficit-based view) and to be successful with students who are diverse in race, ethnicity, language, ability, social class, gender, and sexual orientation. Related, departments need to focus on how leaders can prepare the students in their schools to be successful in an increasingly diverse world. In addition, the press of demographic changes in communities that changes the demographic composition of schools can raise concerns by some White, middle- to upper-class families who frame the demographic changes as a competition for limited resources in which their own children may be shortchanged. As such, departments of educational leadership must also prepare future leaders how to proactively respond to resistance to change and work collaboratively with families and community members with considerable economic, social, and cultural power.

Lesson #2: Hire Faculty of Color and Recruit Students of Color. Certainly one of the greatest assets of the counseling psychology department in this study is the diversity of its staff and students, and this is no accident. The leaders of this department worked purposefully and relentlessly to hire a diverse faculty—diverse in age, race and ethnicity, gender, and culture. The diversity of the faculty was a symbolic and visual signifier that the department "walked their talk" with respect to valuing cultural differences and in preparing their students to work in diverse community contexts. They were able to recruit these faculty and support them to obtain tenure against prevailing university norms. Similar to the Law School at this same university, the department refused to accept excuses for a lack of diverse faculty such as a small pool of graduates of color aspiring to the professorship, lack of faculty of color on campus for scholars to collaborate with, lack of people of color in Madison, and the winter climate.

Thus, departments of educational leadership must work relentlessly to hire scholars of color. To do so, departments must craft position descriptions in ways that will increase the chances that a scholar of color will apply to the position, beyond the obligatory affirmative action statement. Scholars of color are more likely to apply to a position if they believe that equity and diversity are central to the department's work; that experiences with diverse communities and individuals are valued; that they are expected to apply their scholarship to address changing demographics, equity,

diversity and difference, and that they will be fully supported in their scholarship leading toward tenure.

In addition, departments must aggressively recruit potential scholars of color, including, contacting current scholars of color and social justice/equity scholars in the field for recommendations, recruiting graduate students of color from the University Council for Educational Administration Barbara Jackson Scholars program (http://www.ucea.org)—a program that annually mentors approximately 25 new graduate students of color into faculty positions, and recruiting from the memberships of American Educational Research Association Special Interest Groups such as Leaders for Social Justice, Black Educators, and Hispanic Educators.

Increasing the faculty of color in the department served is a conduit for drawing students of color to apply to the department. In addition, faculty in educational leadership programs must be relentlessly persistent about recruiting students of color. The Department of Counseling Psychology strategies that educational leadership programs can adopt include: (a) soliciting recommendations for prospective students from current students of color; (b) leveraging faculty resources from central administration and collaborative arrangements with other departments to secure additional financial support targeted for graduate students of color beyond that which departments may already receive; (c) developing a collaborative relationship with school districts that employ a higher number of teachers of color than other districts to recruit these teachers into leadership preparation; (d) collaborating with the department of curriculum and instruction and special education to provide information about educational leadership careers and the educational leadership program as a career these students consider after a few years of teaching; (e) providing support for current graduate students of color to attend state teacher conventions to recruit teachers of color into the profession; (f) encouraging prospective graduate students of color to enroll in the program as a provisional or special student before officially applying to the program as way for faculty to get to know the students who can then assist students in applying to the program; (g) conducting an equity audit of the department's website and recruitment materials to determine ways that the website and materials could be more effective in recruiting students of color, and (h) having current students of color volunteer to be peer mentors for prospective students of color.

Lesson #3: The Meanings of Equity and Social Justice and How They Should Inform Department Policies and Practices Should Be an On-Going Conversation: Expect and Value Conflict in the Process. The Department of Counseling Psychology demonstrated that though not all faculty agreed on one meaning of multiculturalism or even agreed how to integrate this value into their practice, such as whether or not students who are accepted to the program should already hold a social justice philosophy or not, the department was still able to take great strides in furthering multiculturalism

and equity through their department work. In fact some of the most vigorous conversations in the department were those around definitions and meanings about diversity, multiculturalism, and social justice. In many ways it was this conversation that kept the department's focus on multiculturalism and social justice.

Discussions of equity, social justice, and diversity can cut to the epistemological core and the associated deeply rooted beliefs, values, and life experiences of individual faculty members. However, these tensions do not mean that departments cannot move forward in preparing leaders to be successful with the demographic diversity in their educational settings. Negotiating conflict and tension is part of the leadership process. Confronting this conflict can make educational leadership programs rich, thoughtful communities and models for the kind of communities we would expect our graduates to lead.

As such, faculty in educational leadership preparation should endeavor to obtain clarity in their mission and vision about the department purpose as it relates to equity, social justice, and difference. At the same time, faculty should not despair when full agreement cannot be reached, or when the language that is put forth in department materials does not fully align with each faculty member's personal view. Predictable tensions do not mean departments cannot move forward.

Continuing the conversation about equity and social justice and how it is expressed in the work of the department is essential. Department

faculty should continually be asking critically reflective questions, such as, "How can we improve? What are we missing?" One way to ensure this happens is to devote a small part of each faculty meeting to how the department's vision of equity or social justice is being expressed in its work. This could include a faculty person sharing ideas about a current related research/writing project, or an outreach initiative, or a dilemma that arose in the student admissions committee meeting, or a faculty person seeking input on how to address a troubling student response in a class. In addition, departments should devote a part of each annual faculty retreat to updating the status of the equity work in the department, ascertaining effective strategies, troubling areas, and setting goals for the new year. This could include faculty volunteering to share syllabi of their courses and seeking input on ways to make the courses more culturally responsive than they currently are.

Lesson #4: Leverage University Resources. The faculty in the Counseling Psychology department believed that if their goal was to prepare their graduates for diverse contexts via a preparation grounded in multiculturalism and diversity, then they needed to channel all existing and new resources toward this goal. The department chair and faculty were quite skillful and creative about leveraging and maximizing both education department and university resources to achieve their goals.

As such, faculty in educational leadership preparation programs need

to be creative and skillful in maximizing all funding that is currently available to departments, their Education department, and the university to support graduate students of color. The Department of Counseling Psychology case study suggests seven strategies for department chairs and faculty to leverage university resources:

1. Negotiate with deans to obtain as much funding as possible that is currently targeted toward graduate students;

2. Collaborate with other departments to secure additional funding packages for graduate students of color;

3. Channel as much research course buyout and outreach revenue as possible into funding packages for graduate students of color;

4. Be purposeful and strategic in recruiting students of color for existing teaching and research assistantships. In so doing, departments should not rest on their laurels when they have a large number of high quality students applying to their programs and applying to existing assistantships. Departments should nationally advertise and actively recruit students of color into these positions.

5. Identify existing university- and systems-wide funding for first-generation and students- of-color initiatives and maximize this funding for department students of color.

6. Target alumni giving for funding financial aid packages for students of color.

7. Ensure a pool of funding is available to support graduate students of color to attend existing programs that mentor students into the professorship (e.g., David Clark Seminar, and the Barbara Jackson Scholars at ucea.org), and to attend conferences to present papers as a means to socialize students into the professorship.

Lesson #5: Develop Courses, Curriculum, and Pedagogy That Prepare Leaders for Diverse Contexts. This case study suggests six lessons that pertain to the courses, curriculum, and pedagogy for preparing leaders to be successful in diverse contexts: (a) integrating issues of equity and diversity in all courses; (b) offering at least one course where exploring diversity and difference is the specific focus of the course; (c) ensuring meanings of difference extend beyond race, ethnicity, and narrow views of multiculturalism to also address gender, sexual orientation, social class, and disability; (d) ensuring in all courses that students not only experience a raise of consciousness about difference, White privilege and power, but they are also taught the leadership skills for making a difference in their settings; (e) developing cohort groups as the primary means of program delivery, and (f) purposively developing and

cultivating alumni relationships toward this end.

This case suggests that preparing leaders to be successful across individual and group differences requires that teaching about the beliefs and practices toward this end must be integrated within all the courses in the program. Given the limitations of the case department in this study, these courses and experiences must give relatively equal attention to race/ethnicity, social class, sexual orientation, disability, and gender. At the same time, students can benefit from a course that solely focuses on issues of equity and diversity and inclusive leadership. Both kinds of courses, however, must not stop at just raising student consciousness about power, privilege and marginalization. Departments have a responsibility to teach students policy making and practical skills and strategies to actually make a difference in their educational settings.

Delivering educational leadership preparation via cohorts is quite popular in the field (Anstrom, 2000); however, this case suggests that establishing cohorts should perhaps be the primary mode for preparing leaders for diverse contexts. Working simultaneously with the recruitment of a diverse student body, the cohort itself becomes a living laboratory where students learn how to work and lead across differences. At times these cohort student experiences can be as effective if not more effective at preparing leaders to lead across and in response to differences than what faculty can teach in their own courses.

In the past, relationships with department alumni were perhaps only a small side-bar at best, in the much larger text of the department work; however, lessons from this case study suggest, first, that graduates (scholars and practitioners) can benefit from a formal period of induction in their first years of their work and this induction can formalize and institutionalize productive alumni relationships. Second, department alumni who are successfully leading for equity and excellence as practitioners or scholars are a critical component of the feedback loop to the department into attracting and recruiting prospective students of color and all students who are committed to equity and social justice. These alumni relationships should be purposively cultivated toward this end. Mechanisms to do so include an alumni newsletter, inviting alumni back to an annual equity and excellence conference that showcases their accomplishments, establishing formal mentoring relationships between graduates (scholars and practitioners) and current students, developing an on-line equity forum where alumni and current students can develop a community where they provide support and accountability for their social justice efforts, and using the settings of these educational leaders as sites for practicums and internships. It is possible the department can also benefit from alumni who now see how financially contributing to the department furthers their own personal goal of wanting to make a difference for traditionally marginalized students.

Lesson #6: Align All Department Decisions With the Department Social Justice Mission. Though faculty may not all fully agree on the meaning or specific language associated with their equity efforts, nor even on how their commitment to equity is expressed in their department policies and practices, with the leadership of the department chair and other faculty leaders, faculty need to align all department decisions with the department equity mission. That is, the department's commitment to equity needs to be institutionalized across the department and not considered the domain of one or two faculty members. As such, all department decisions should be made in relation to this equity mission.

Expanding the Framework

We grounded this study in the framework of McKenzie et al. (2007) who outlined the critical elements of an educational leadership program oriented toward social justice: faculty development, student selection, knowledge and content of the program, pedagogy, induction and internship, and program evaluation. In the case featured in this study, program evaluation played a secondary role, though we agree with the framework that it should play a key role in the work of departments. In addition, this case study suggests that how change is initiated and framed can make a difference in the success of the program. In addition, managing department conflict in the change process, leveraging funding, and the public "face" of the department via the department website and department

physical culture were also key to the success of the department's efforts.

Conclusion

In closing, when asked what advice they had for educational leadership programs who are working toward equity and social justice, one faculty member acknowledged the inevitable challenges and resistance that will occur in the process and strongly encouraged faculty to exercise patience with each other. The faculty member advised:

> In that process, there is going to be a lot pains. To be gentle with oneself and to be gentle with each other, in terms of saying, "You know, we're all in the learning and growing process." And not to create this kind of haves and have-nots, or people who are in the know and people who are not in the know. It's just a function of where they are at in their own process, I think there needs to be a certain level of patience or knowing that it's going to take time, and who are willing to engage in that, and who are not willing to give up in that process.

The Department of Counseling Psychology has been on this journey toward preparing their graduates to be successful in diverse contexts via the inculcation of diversity and multiculturalism into all aspects of their department for more than fifteen years. This case showcases many examples of their success and how they arrived at this point in the journey. A key aspect of

their success however, is that department faculty agreed that this journey is a never-ending process of refinement and improvement. As one faculty member shared, "moving forward means we must not rest on our laurels. . . . I'm really proud of the fact that we're willing to say, 'What else? What next?'" In the years to come, we look forward to conducting case studies of exemplary departments of educational leadership who are now on the journey toward centering equity and social justice in their work as the means for preparing leaders who lead for equity and excellence in diverse contexts.

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Appendix

Table 1
Equity Strengths and Weaknesses as Reflected on the Department of Counseling Psychology Website

Strengths	Weaknesses
▪ Mentions multiculturalism on every page on the department website. It is attached to every aspect of the department's work that is addressed on the website. ▪ Lists Diversity Committee, Social Justice Conference, and Diversity Dialogues front and center on the department homepage. ▪ States the department's emphasis on diversity and multiculturalism on front homepage. ▪ Displays photos of students and staff represent a racially diverse group of scholars. ▪ Provides explicit outreach mission that states that they are preparing "high quality scholars and practitioners to be effective leaders in an increasingly diverse world." ▪ Includes outreach services partnerships with TRIO and PEOPLE programs (TRIO is "A *Student Support Service* program that provides academic and social support to culturally diverse students and students with disabilities." And PEOPLE is "A pre-college program for low income and diverse youth that strengthens study skills, and explores academic and career interests.")	▪ Never explicitly explains what multiculturalism (and diversity) means beyond references to preparing students to work in diverse communities. ▪ Specific references to any facet of diversity are to race/ethnicity. ▪ Most of faculty outreach efforts are based on racial/ethnic connections (e.g., Asian American Psychological Association, Latino Health Council). ▪ Lists Latino/Latina Studies as a possible minor for doctoral students, but this is the only area of diversity identified as a minor being pursued by students (others that are listed include statistics, educational psychology, and prevention science). ▪ Does not use the word "multicultural" in the Ph.D. Program Description, but instead says, "The theoretical orientation of the program is best described as eclectic." ▪ Includes only Jewish and Christian holidays on the academic calendar. ▪ Mentions disability only in the description of the TRIO program. ▪ Mentions socio-economic status only in the description of the

- Lists explicitly on the outreach webpage faculty efforts at outreach, including Asian American Psychological Association, Latino Health Council, and Chicano/a Latino Studies Program.
- States in department standards that all students must demonstrate cultural competency and skills in multicultural counseling.
- Maintains multicultural syllabi for courses including Social Development of Racial/Ethnic Minority Children and Multicultural Counseling are posted. A spot check of other course syllabi reveals that these courses address diversity/multiculturalism in their course objectives.
- Posts Social Justice Conference Program on the website.

PEOPLE program.