# Supplementary Materials

**Detailed Description of Coding Manual.** The full coding manual and coding template can be found in our OSF registry. For each program, the first coder to rate this program began by identifying the primary, secondary, and tertiary statements to be included and recording the web addresses of these components for other coders to use. Subsequent coders examined these statements to make their ratings, and corrections were made if they discovered any errors. For each component (i.e., primary, secondary, and tertiary), the program’s progression along the continuum was assessed by ratings that further operationally defined the constructs of interest.

On the most exclusive end of the continuum are exclusionary and passive institutions, for which we measured explicit and subtle or implicit exclusionary language, respectively. Moving toward full inclusivity, mere mentions of inclusivity represent symbolic change, while acknowledgements of inequities represent identity change. Moving further toward full inclusivity, structural change is represented by reported planned or enacted actions. For planned and enacted actions, coders counted and listed examples of concrete actions. Diversity of representation was encoded for each of these constructs by distinguishing between whether the construct appeared in general terms, along previously identified specific dimensions of diversity, or other dimensions of diversity not identified in this project. For these variables (i.e., mentions, acknowledgements, planned and enacted actions [see Tables S2 and S3 for examples]), coders distinguished between those aimed at general diversity and those aimed at specific dimensions of diversity. Coders noted dimensions of diversity beyond the nine dimensions specified *a priori*. Finally, ratings were made for the strength of moral or instrumental rationales provided. In sum, coders made a maximum of 117 ratings for each program.

**Table S1.** List of APCS programs included in each phase of the coding, with its program type and the number of coders who coded that program. U = University. St = State.

| **Program** | **Type** | **#** | **Program** | **Type** | **#** |
| --- | --- | --- | --- | --- | --- |
| Phase 0 |
| Duke U | Doctoral | 9 | U Kentucky | Doctoral | 8 |
| U Arizona | Doctoral | 9 | U Massachusetts – Amherst | Doctoral | 8 |
| U Denver | Doctoral | 9 | U Virginia | Doctoral | 8 |
| Phase 1 |
| Boston U | Doctoral | 3 | U Illinois – Urbana-Champaign | Doctoral | 3 |
| Emory U | Doctoral | 3 | U Kansas (Adult) | Doctoral | 3 |
| Florida St U | Doctoral | 3 | U Maryland | Doctoral | 3 |
| Kent St U | Doctoral | 3 | U Michigan | Doctoral | 3 |
| Michigan St U | Doctoral | 3 | U Pittsburgh | Doctoral | 3 |
| Northwestern U | Doctoral | 3 | U Rochester | Doctoral | 3 |
| Ohio St U (Clinical) | Doctoral | 3 | U Southern California | Doctoral | 3 |
| Pennsylvania St U | Doctoral | 3 | U Utah | Doctoral | 3 |
| Temple U | Doctoral | 3 | U Washington School of Medicine | Internship | 3 |
| U Delaware | Doctoral | 3 | U Wisconsin – Milwaukee | Doctoral | 3 |
| U Hawaii | Doctoral | 3 | Virginia Tech | Doctoral | 3 |
| U Illinois at Chicago (Psychology) | Doctoral | 3 | West Virginia U | Doctoral | 3 |
| Phase 2 |
| Binghamton U | Doctoral | 3 | U Illinois at Chicago (Psychiatry) | Internship | 3 |
| Florida International U | Doctoral | 3 | U Kansas (Child) | Doctoral | 3 |
| George Mason U | Doctoral | 3 | U Miami | Doctoral | 3 |
| Indiana U | Doctoral | 3 | U Minnesota | Doctoral | 3 |
| Medical U South Carolina | Internship | 3 | U Nevada – Reno | Doctoral | 3 |
| Oklahoma St U | Doctoral | 3 | U Oregon | Doctoral | 3 |
| San Diego St U / U California San Diego (Joint) | Doctoral | 3 | U South Florida | Doctoral | 3 |
| Stony Brook U | Doctoral | 3 | U Texas | Doctoral | 3 |
| Texas A&M U | Doctoral | 3 | U Washington | Doctoral | 3 |
| UCLA Semel Institute for Neuroscience & Human Behavior | Internship | 3 | VA Maryland Health Care System / U Maryland Internship Consortium | Internship | 3 |
| U California – Los Angeles | Doctoral | 3 | Washington U in St. Louis | Doctoral | 3 |
| U Georgia | Doctoral | 3 | Western Psychiatric Institute & Clinic | Internship | 3 |
| Phase 3 |
| Arizona St U | Doctoral | 3 | U Memphis | Doctoral | 3 |
| Brown U Medical School Consortium | Internship | 3 | U Missouri | Doctoral | 3 |
| Harvard U | Doctoral | 3 | U New Mexico | Doctoral | 3 |
| McGill U | Doctoral | 3 | U North Carolina at Chapel Hill | Doctoral | 3 |
| Minneapolis VA Medical Center | Internship | 3 | U Pennsylvania | Doctoral | 3 |
| New York Presbyterian – Weill Cornell Medical Center | Internship | 3 | U Wisconsin | Doctoral | 3 |
| Purdue U | Doctoral | 3 | U Wisconsin (Psychiatry) | Internship | 3 |
| Rutgers U | Doctoral | 3 | VA Boston Health Care System / Psychology Internship Training Program | Internship | 3 |
| Southern Methodist U | Doctoral | 3 | VA Palo Alto Health Care System | Internship | 3 |
| U at Buffalo | Doctoral | 3 | Vanderbilt U | Doctoral | 3 |
| U California – Berkeley | Doctoral | 3 | Virginia Commonwealth U | Doctoral | 3 |
| U Iowa | Doctoral | 3 | Yale U | Doctoral | 3 |

**Table S2.** Qualitative examples of planned actions as identified by coders along various dimensions of diversity.

|  |  |
| --- | --- |
| **Dimension of Diversity** | **Specific Example** |
| Age & Generational Influence | * Modify how letters of recommendation are reviewed and used to evaluate applicants
 |
| Ethnic & Racial Identity | * Department training that incorporates anti-racism
* Incorporate faculty accountability in anti-racism (e.g., via course evaluations)
* Assess cultural climate and monitor student experiences of racism and discrimination in the department
* Incorporate outreach activities to increase Black/Latinx representation
* Establish and maintain inclusive physical spaces, procedures, and policies in training clinics
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| Socioeconomic Status | * Remove GRE scores to help alleviate financial burdens that are placed on all applicants, but particularly those of low-income or working backgrounds
 |
|
| Sexual Orientation | * Incorporate culturally sensitive clinical training and academic courses relevant to the LGBTQIA+ community
 |
| Indigenous Heritage | * Foster education and practices with recognition of how systemic forces negatively affect Indigenous people
 |
| National Origin | * Engage in community outreach, engagement, and advocacy for international students
 |
| Gender | * Support and connect students to faculty, alumnae, staff, community leaders and other women students through programs, workshops, mentorship, meals, fun activities, and networking events
* Educate students on the lack of scientific evidence for rapid onset gender dysphoria and its implications for the psychological health and wellbeing of transgender and gender diverse persons
* Install gender neutral restrooms
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| Other | * Engage in community outreach, engagement, and advocacy for student parents and caregivers
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**Table S3.** Qualitative examples of enacted actions as identified by coders along various dimensions of diversity.

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| **Dimension of Diversity** | **Specific Example** |
| Age & Generational Influences | * Lifespan approach to research, clinical training, and/or academic curriculum (e.g., coursework on infancy)
* Clinical opportunities with diverse age groups (e.g., geriatric populations)
 |
| Developmental Disabilities and Other Disabilities | * Academic curriculum and related efforts to make STEM more accessible to neurodiverse learners
* Linked resources (e.g., APA Resource Guide for Graduate Students with Disabilities, Facility Access Map)
* Support networks (e.g., Student Life Disability Services Center; “Empowering Abilities and Leveraging Differences” network that includes access to virtual care, platform to share challenges, and review goals)
* Diversity seminar on ability
 |
| Religion & Spirituality | * Interfaith religious calendar distributed (with cross-platform app compatibility) with specific note that this calendar can help plan courses, meetings, and other events and ensure maximum participation without exclusion based on this diversity dimension
* Diversity seminar on religion
 |
| Ethnic & Racial Identity | * Ethnic and racial identity focused research (e.g., Clinical Science Anti-Racism Series)
* Clinical opportunities with diverse ethnic groups (e.g., aim for the patient population served by trainees to match the racial demographic breakdown of the region in which they are trained)
* Recruitment, training, and retention of ethnic-minoritized scholars (e.g., annual in-depth review of every graduate application submitted by applicants who report racial/ethnic minority status or international status)
* Establishment of anti-racism and cultural communities, including discussion/consultation groups (e.g., Peer Multicultural Consultation Team, monthly meetings during which students seek culturally informed perspectives from other students on patients)
* Formulation and dissemination of surveys as routine feedback on experiences with race.
* Workshops with a focus on anti-racism, structural racism, and institutional bias in behavioral health.
* Formation of Spanish club to teach faculty Spanish and introduce them to Latinx culture
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| Socioeconomic Status | * Clinical opportunities and discussion of barriers to treatment for individuals of low SES (by occupation, education, income, or inner-city/rural habitat)
* Recruitment and funding/scholarship opportunities for individuals of lower SES (e.g., McNair program)
* Resource guide for students with financial stress
* Optional GREs; application fee waivers for individuals of lower SES
* Free neuropsychological screening services, in partnership with local clinic
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| Sexual Orientation | * Clinical opportunities for working with clients who identify as LGBTQ+
* Establishment of LGBTQ+ communities and support groups (e.g., creation of an affinity group for faculty, staff, and trainees)
* LGBTQIA+ scholarships
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| Indigenous Heritage | * Establishment of BIPOC subcommittee (to increase representation in student body and psychology)
* Collaborative efforts/partnerships to preserve Native American heritage
* Link to Native American House (a Native-centered learning community for all student, faculty, and staff members to learn and participate in education and socio-cultural events)
* Link to Inter-Tribal Student Association
* “Preserving the Paiute language” initiative
 |
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| National Origin | * Research on acculturation status
* Academic curriculum (e.g., world cultures)
* Support services and partnerships for refugees and undocumented students
* Links for international center
* Partnership with the Human Rights Initiative of North Texas, a local organization providing services to refugees and immigrants who have suffered human rights abuses
* Internship support for international students (e.g., eligible sites, visa status)
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| Gender | * Clinical opportunities to serve oppressed subgroups (e.g., Women’s Trauma rotation)
* Financial support and award recognition
* Statements on gender neutral bathrooms and expressions of gender beyond binary norms
* Women's Resources Center (established to empower women and strengthen alliances with men, offer opportunities for trans and gender non-conforming students, challenge sexism and achieve greater gender equity)
* Statement on rapid onset gender dysphoria
* Public-facing stock photo images celebrating gender diversity and empowerment (featuring images of trans and non-binary models)
 |
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| Other: Family Status | * Provision of resources for family caregivers and childcare (e.g., privacy room for mothers for breastfeeding or pumping, baby changing stations)
* Research on adoptees
 |
| Other: Military Status | * Research on veterans
* Resources for military personnel and veterans (including LGTBQIA+, women, and homeless veterans)
 |
| Other: First Generation | * Subcommittee for first generation students
* Funding opportunities
 |
| Other: Medical Status | * Community partnership with HIV/AIDS community
 |
| Applicable across multiple dimensions | * Documenting identification of response to microaggressions
* Seminars about working with linguistically diverse individuals
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**Table S4.** Ratings of statements’ exclusionary language, including subtle, implicit, and explicit forms of exclusion.

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| --- | --- | --- |
| **Type of Exclusion** | **# (%) of Programs** | **Examples of Exclusionary Language** |
| Explicit | 17 (25) |  |
| Subtle/Implicit | 50 (75) |  |
| by Age & Generational Influences | 8 |  |
| by Disability Status | 3 | Labels with fuzzy boundaries (e.g., “neurodiverse learners” is not clear about whether trainees with mood or anxiety disorders would receive the same treatment as those with ADHD or autism) |
| by Religion & Spirituality | 8 |  |
| by Ethnic & Racial Identity | 47 | Conflated groups (e.g., conflating anti-Black racism with Latinx ethnic inclusion) |
| by Socio-economic Status | 22 |  |
| by Sexual Orientation | 23 | Non-LGB sexual orientations (e.g., queer, intersex, asexual) |
| by Indigenous Heritage | 12 |  |
| by National Origin | 16 | Vulnerable citizenship status (e.g., refugee, undocumented, immigrant) |
| by Gender | 29 | Marginalized groups who are not cisgender women (e.g., trans, nonbinary, gender non-conforming) |

**Table S5.** Post-hoc thematic summary of moral rationales with specific examples from APCS programs.

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| --- | --- |
| **Indicators of Moral Framing** | **Specific Examples** |
| **Ethical or social obligation:** Expressed commitment/planned steps/implemented actions framed as ethical/social obligations | * We value an approach that fosters curiosity, innovation, collaboration, and inclusiveness, with research that serves the public good.
* Diversity is at the very core of our institutional values/is a core ethical standard.
* A core aspect of awareness and appreciation for diversity is that it promotes respect for others
* It is our ethical responsibility to protect the public from harm, such as that caused by individuals promoting the concept of ‘Rapid Onset Gender Dysphoria’
* Faculty and graduate students are expected to be committed to the social values of DEIJ.
 |
| **Referring to systemic and/or historical inequities:** Acknowledging inequities and enacting change is characterized as ethically relevant and/or statement reflects on historical and contemporary practices of the training program, discipline, and institution, including ways in which they may have harmed or neglected marginalized communities | * We acknowledge the impact of centuries of systemic and individual racism across levels and take all possible corrective action to eliminate these effects on our program. The ARC was formed in response to the historical legacy of anti-Black racism.
* We commit to do our part to eradicate white supremacy and racism from our university. Detailed description of Anti-Black racism and Summer of Hate 2017 (Charlottesville, Virginia) and how these events are fundamentally/morally wrong. Acknowledgement that the founder of the program contributed to false narratives of Black inferiority to maintain a racial hierarchy.
* Expressed need to readjust ideas about Thanksgiving and the importance of indigenous representation.
 |
| **Shared governance:** Opportunities for traditionally marginalized students to be stakeholders in program-level decisions and/or some indication that program engages in participatory and co-constructed structures and processes | * Inclusion by increasing the degree to which diverse individuals can participate in decision-making processes within the department because of greater shared governance.
 |
| **Financing DEIJ:** Material / financial support are allotted for antiracist and social justice work | * Funded graduate position dedicated to DEI
* $1 million donation to film shedding light on the history of mascoting and its negative effects on tribal communities.
 |
| **Dialogue, feedback, and reflection**: Routinely engages in feedback and dialogue about culture, intersectionality, and personal biases | * Using a climate survey to monitor and direct future action
* Students are asked on course evaluation forms to rate the degree to which their instructors created an inclusive classroom environment and faculty are asked to describe their contributions to DEIJ efforts when they complete their annual evaluation reports.
* The survey workgroup continuously refines and improves the survey through input from staff, faculty, and trainees. For transparency, the survey results are shared Department-wide.
* A diversity committee was created to seek feedback from students.
* To ensure that our interns have safe spaces to explore their identities and biases, our longitudinal supervisors and internship training committee faculty also engage in ongoing training.
 |
| **Support infrastructure**: Formation of affinity, identity, support groups to directly communicate a shared vision of social responsiveness or structures established to consult on issues pertaining to DEIJ | * Launched office hours to provide specific support for students from marginalized groups
* Committee created in response to the frustration and outrage regarding the social injustice and brutality facing Black, Indigenous, and People of Color communities.
* Underrepresented Graduate Students in Psychology (UGSP) is a group dedicated to supporting and advocating for psychology students from racial, linguistic, geographic, or socioeconomic backgrounds that are currently underrepresented in graduate education.
* A bi-monthly book club, open to faculty, interns, and postdocs, focused on facilitating open discussion and increasing knowledge of ongoing issues faced by marginalized populations in the U.S.
 |
| **Tools for advocacy**: Equipping students and faculty with the tools, knowledge, and resources/opportunities to engage in DEIJ efforts, including advocacy and shaping public policy | * Appreciation that students may find it challenging to work with clients with different worldviews or conflicting values and beliefs, and an expressed commitment to working in a respectful way with students to develop, over time, the capacity to meet this core ethical standard
* Encourages seeking opportunities outside the department, related to DEIJ topics.
* We commit to teaching and disseminating the ways in which the use of ‘Rapid Onset Gender Dysphoria’ harms transgender and gender diverse people.
* Meaningful training opportunities to improve patient care, enhance scientific research, promote cultural knowledge and greater self-awareness of one’s own privilege, and increase advocacy for social justice.
 |
| **Seeking knowledge:** A desire to seek knowledge about social justice, inequity, inclusion, and exclusion | * Expressed dedication to continually evolve and improve as the program seeks out new perspectives, ideas, data, and recommendations from researchers, clinicians, and the communities we serve and of which we are a part.
* We actively work to increase our awareness of issues of inequity and marginalization
 |
| **Outreach:** Outreach to traditionally oppressed communities (or defining relationships with the community as built on DEIJ) | * Partner with local community stakeholders to discuss and share feedback related to issues of diversity through activities such as program-level assessments and town hall meetings.
* Partnership with Sovereign Nations organization, that builds partnership with tribal nations. Partnership with LGBTQ and African American student organizations
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**Table S6.** Post-hoc thematic summary of instrumental rationales with specific examples from APCS programs.

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| --- | --- |
| **Indicators of Instrumental Framing** | **Specific Examples** |
| **Professional development:** Curriculum development, diversity didactics, immersion experiences, and reflective discussions are used to foster professional development | * We believe that diversity, equity, and inclusion are integral to creating and maintaining a supportive environment for academic excellence, and professional development and personal growth.
* Highlighting awards to foster professional development in the areas of equity and inclusion.
* We fully endorse the APA's recent statement regarding preparing professionals to serve a diverse public
 |
| **Academic productivity / excellence:**Equitable hiring is described as conducive to creating a rich, diverse, collaborative environment that can bolster and enhance academic and research productivity | * Diversity is especially valued and encouraged in the student body, faculty, and staff because it enriches both educational experiences and the translation of psychological knowledge into practice.
* Diversity is important to science.
* We assist with the selection of seminar speakers with expertise in diversity-related issues as a part of the Psychology Department’s Collaborative Research Initiative Seminars.
 |
| **Cultural competency:**Demonstrate the application of cultural sensitivity (diversity) in clinical practice | * Multicultural awareness is a core competency of clinical training and professional development.
* Meeting the standard of working with clients from diverse backgrounds is necessary for completion of the program. We support expanding cultural competence through ongoing diversity education.
* The mission of the Clinical Psychology Diversity Training Committee is to facilitate training and education in diversity-related issues in research and clinical practice to produce culturally competent practitioners and researchers.
 |
| **Diversity portfolio:**Diversifying the pipeline of psychology workforce as an organizational goal /model of excellence and/or demonstrating existing diversity portfolio via accomplishments | * The Department is committed to attracting, admitting, and educating students from the broad spectrum of underrepresented backgrounds without limitations
* Our department has a well-funded and influential portfolio of research on diversity. Our faculty have been recognized for their outstanding contributions, including the 2017 Public Service Award for Dedication to Civil Rights from the Suffolk County Dr. Martin Luther King, Jr. Commission
* We have won several awards for our DEI initiatives
 |