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## A Social Justice Recruitment and Retention Model for Diversifying School Counselor Education

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### Abstract

A social justice recruitment and retention model for BIPOC school counselors into counselor education doctoral programs is described. This article represents a call to action for counselor educators to examine their practices and policies for recruiting and retaining BIPOC school counselors in doctoral programs and the field of counselor education.

### Keywords

: School counselor, counselor educator, recruitment and retention, Critical Race theory, doctoral students

## **A Social Justice Recruitment and Retention Model for Diversifying School Counselor Education**

The need for racial/ethnic diversity in counselor education is vital in the preparation of future school counselors as the nation examines current inequities, injustices, biases, and racism in K-12 school reform. The multicultural and social justice counseling competencies (MSJCC) call counselors to deepen their self-awareness and knowledge on world views (Ratts et al., 2016). Counselor educators are not exempt from this call which requires continuous exploration of attitudes and beliefs that contribute to the disparities of Black, Indigenous, and people of color (BIPOC) school counselors in counselor education doctoral programs. To dismantle and eradicate inequities, counselor educators must review their practices and policies for recruiting and retaining school counselors who identify as BIPOC in doctoral programs and into the role of counselor educators. While discussions have occurred regarding the importance of BIPOC faculty in counselor education programs (Baker & Moore, 2015; Branch, 2018; Meyers, 2017; Tuttle et al., 2019), limited proactive work towards recruitment and retention has been attempted and accomplished (CACREP, 2018; Hannon et al. 2019; Vasquez Heilig et al., 2019).

The number of BIPOC faculty has remained relatively low compared to White faculty, although the number of students of color enrolling in higher education is increasing (Vasquez Heilig et al., 2019). The most recent Council for Accreditation of Counseling and Related Educational Programs [CACREP] Vital Statistics report (2018) indicates an overrepresentation of White faculty, 71% compared to 60.4% of the U.S. population (U.S. Census Bureau, 2019). Holcomb-McCoy and Bradley (2003) found that more than half of accredited counseling programs had no plan for recruiting underrepresented faculty. A mere 4% were encouraging underrepresented masters' level students to obtain doctoral degrees. While this study is dated, a review of the literature indicates there has been little guidance in the field on specific strategies for

recruitment and retention (Cartwright et al., 2018; Hipolito-Delgado et al., 2017; Robinson et al., 2009). Current CACREP faculty demographics and the lack of current research related to recruitment and retention indicate an area of neglect in counselor education.

### **A Social Justice Call to Counselor Educators**

This article declares a social justice call to counselor educators to recruit and retain school counselors who identify as BIPOC into the role of counselor educator. While the labor of recruiting racial/ethnically diverse students into and through programs typically falls on BIPOC faculty, we specifically call on White counselor educators to lead the charge. Faculty searches for counselor educators with school counseling experience have failed due to the lack of qualified applicants seeking these positions (Barrio Minton, et al., 2012; Isaacs & Sabella, 2013; Milsom & Moran, 2015). Further, we contend the lack of active recruitment and retention of BIPOC is cause for their underrepresentation into and through doctoral programs (CACREP, 2018). For example, Latinx were 6% of enrolled counselor education doctoral students, yet make up 18% of the U.S. population (CACREP, 2018, U.S. Census Bureau, 2019). To faithfully address the underrepresentation of BIPOC counselor educators with school counseling experience, we utilize Critical Race Theory and the Community Cultural Wealth Model in the following ways: 1) To bring attention to the unique contributions of BIPOC counselor educators, 2) To understand the practices and policies that inhibit the recruitment and retention of BIPOC and 3) To detail a cycle for recruitment and retention of BIPOC school counselors that includes the following phases: (a) Define/Affirm, (b) Pursue/Inform, (c) Screen/Orient, (d) Mentor/Ally, and (e) Retain/Interrogate.

For this article, we provide definitions for school counselor educators (SCE) and BIPOC. *School counselor educator* refers to counselor educators with school counseling work experience, who encompass a school counseling professional identity and teach future school counselors

(McMahon et al., 2009; Milsom & Moran, 2015). *BIPOC* describes individuals who identify as Black, Indigenous, and people of color (The BIPOC Project, n.d.). *people of color* is used in some instances due to previous studies conducted, and literature developed through this lens. To not alter the original works, the authors have maintained the authentic use of *people of color* when appropriate.

## **Literature Review**

### **The Influence of BIPOC SCE**

The impact of BIPOC SCEs as systemic change agents is recognized within academia and through a broader scope such as scholarship, research, and student cultural competency development. BIPOC SCEs impact diversity, representation, and accreditation standards (CACREP, 2016). Master's and doctoral students exposed to BIPOC faculty through teaching and mentorship gain a further enriching experience (Branch, 2018), which would relay into the school counseling profession (Tuttle et al. 2019). For example, faculty of color more often include content and context related to culture and race than White faculty members (Haskin et al., 2013). A research study on the career decision making experiences of school counselors enrolled in counselor education doctoral programs highlighted the voices of two Black female school counselors on how having faculty of color influenced their career-decision making experiences (Tuttle et al., 2019). One participant stated,

I had professors who were women of color, but I never had an experience with a woman of color who was at a Ph.D. level... And having that experience...even maybe idolizing them and seeing what they're able to do in that position and the strength that they were able to bring to other women of color in the program was definitely an encouragement. And I was able to see myself in that identity. (p.76).

It is evident that BIPOC SCEs impact BIPOC students. Therefore, the paramount pursuit to recruit and retain BIPOC school counselors as counselor educators is a social justice call to action.

### **Challenges to Recruitment and Retention**

Research has drawn attention to the challenges of recruitment and retention of BIPOC doctoral students and faculty. Farmbry (2007) identified three themes related to these challenges: 1) Barriers to attracting doctoral candidates, 2) Support, and 3) Getting schools to demonstrate commitment. Participants described a general lack of knowledge about the admission process and the process required to commit to doctoral studies as a challenge, which they believed translated into a fear of the entire process (Farmby, 2007). Lastly, visible commitment from programs in the form of financial support, faculty involvement in recruitment and retention, and funding initiatives were actionable measures programs and universities could take to demonstrate a commitment to diversity. Similar themes have been identified in the counseling literature (Hipolito-Delgado, 2017).

Foxx and colleagues (2018) examined the experiences of BIPOC students' decision-making process about which counselor education program to attend. All participants identified employment and financial aid as part of their decision making and many preferred programs with evening classes that would allow them to retain their current job. While research is increasingly focusing attention on the experiences of BIPOC counselor educators; there is yet no clear strategy for addressing recruitment and retention in counselor education.

### **Critical Race Theory and Community Cultural Wealth**

#### **Critical Race Theory**

Critical Race Theory lays the foundation of the Social Justice Recruitment and Retention Model which examines race within the educational context and inequities in higher education

(Hiraldo, 2010; Orozco, 2011). Mitchell and colleagues (2010) state, “researchers who ground their work in CRT principles, take the position that instances of racial bias are not exceptions to regular human behavior, but are the norm” (p. 296). The five tenets of CRT are *counter-storytelling*, the *permanence of racism*, *Whiteness as property*, *interest conversion*, and the *critique of liberalism* (Hiraldo, 2010). The CRT Framework is congruent with educational settings in that it conceptualizes the role of race and its impact on BIPOC students (Moore et al., 2008). Critical Race Theory addresses systems currently in place that continue to further marginalize communities (Hiraldo, 2010; Yosso, 2005).

We propose that counselor educators guided by CRT apply the five tenets to eradicate racial barriers, injustices, and inequities to give voice to individuals who have been marginalized and silenced. For instance, in academia, *counter-storytelling* provides voice and space to BIPOC students and faculty to share their stories and experiences of marginalization (Hiraldo, 2010). *Permanence of racism* calls for examining policies and practices for bias and institutional racism (Hiraldo, 2010). Additionally, *Whiteness as property* exemplifies the origination of school policies and the advantages that are put into place based on the exclusion of non-Whites (Hiraldo, 2010; Orozco, 2011). Another tenet of CRT, *interest conversion*, recognizes the White individuals as those who benefit from reforms, such as affirmative action (Hiraldo, 2010). Finally, the *critique of liberalism* surrounds the premise of *Colorblindness* (Hiraldo, 2010). Faculty and administrators who are authentically committed to the recruitment and retention of BIPOC SCEs examine hire and retention policies that are in place based on color blindness and inequities (Hiraldo, 2010).

### **Community Cultural Wealth**

The concept of Community Cultural Wealth has a basis in CRT and challenges the assumption that BIPOC students enter academia with deficiencies (Yosso, 2005). According to

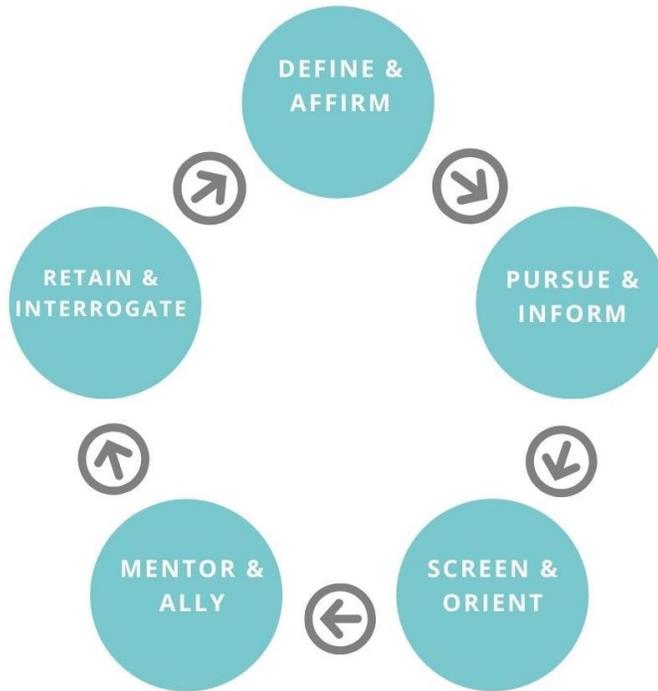
Yosso (2005), deficit thinking perpetuates racist stereotypes and allows educators to believe that the problem lies with communities of color and not with the education system. She outlines six forms of capital that often go unacknowledged or unrecognized. *Aspirational capital* refers to the ability to maintain hopes and dreams for the future, despite real and perceived barriers. *Familial capital* refers to those cultural knowledge nurtured among families that carry a sense of community history, memory, and cultural intuition. It reflects the importance of maintaining a healthy connection to their community and its resources. *Linguistic capital* recognizes that students arrive in academia with multiple languages and communication skills. *Social capital* is the networks of people and community resources through which one draws social support. *Navigational capital* refers to skills of navigating through social institutions where BIPOC are underrepresented. Lastly, *Resistance capital* refers to skills developed through oppositional behavior that challenges instances of inequity. Counselor education programs that seek to increase diverse representation should consider the asset-based approach of Community Cultural Wealth in their recruitment and practice.

### **Social Justice Recruitment and Retention Model**

In the following section, we outline the Social Justice Recruitment and Retention Model (see Figure 1), a cycle for recruitment and retention that recognizes BIPOC school counselors' cultural capital and addresses structural barriers. By clearly detailing how faculty engage in each of these phases, we provide an avenue for programs to substantially demonstrate their commitment to racial/ethnic diversity, equity, and social justice.

#### **Figure 1**

*Social Justice Recruitment and Retention Model*



### **Define/Affirm**

In the initial phase, counselor education programs must define a plan for active recruitment and retention that includes measurable goals, task lists, and milestones. Counselor education departments and administrators who actively recruit BIPOC students need to demonstrate and act upon a commitment to diversity, social justice, and equity. A defined process ensures consistency, credibility, transparency, and accountability within the organization. This phase requires that faculty and administrators discuss and define “diversity” and “students of color” to ensure all faculty are in agreement (Hurtado et al., 1998). “Diversity” is often defined as the presence of Black faculty without any mention of faculty from other racial/ethnic backgrounds (Gasman et al., 2011). Such a mindset contributes to the tokenism of Black faculty and students (Salazar et al., 2004). It reinforces an institutional climate that does not value the need for other BIPOC faculty nor their contributions (Gasman et al., 2011). Once defined, faculty establish metrics for evaluation. Programs can collect demographic data that includes applicants, admissions, and enrollment to determine at which stage in the process diversity is lost.

Admission committees should then identify admission structures and program culture that disadvantage BIPOC. *Permanence of racism* examines policies and practices for bias and institutional racism (Hiraldo, 2010). This discussion ensures faculty are in agreement about the work to be done, and the level of faculty commitment and program approach. We suggest professional development on implicit bias and how White supremacy culture under the guise of meritocracy and objectivity permeates into the culture of doctoral programs and admission practices (DeAngelo, 2016; Jones & Okun, 2001). Prolonged exposure to a culture can influence the way we think and behave (Jones & Okun, 2001), thus, counselor educators should examine how their thoughts and actions demonstrate characteristics of White supremacy culture. Faculty can take an implicit association test to acknowledge one's biases. They should reevaluate what it means to be a competitive applicant and how admission committees determine an applicants' potential for leadership, scholarship, and academic success. Studies have shown that too often, faculty correlate an increase in diversity to a lowering of academic standards (Gasman et al., 2011) or questioning the applicant's success and competence (Cartwright et al., 2018; Martinez et al., 2017). Using the tenet *whiteness as property*, policies and procedures are examined to identify who benefits from the current policies and decisions (Hiraldo, 2010). The term "competitive applicant" has become a coded language for White favoritism in admission practices that, more often than not, privilege White students' values and leave behind BIPOC. For example, "objective" admission criteria such as the GRE has been found to disadvantage women and BIPOC (Penncock-Roman, 1994; Scott & Shaw, 1985) and is not a valid predictor of academic success (Milner et al. 1984; Sternberg & Williams, 1997). Yet it remains a common admission requirement. By identifying these characteristics, faculty can begin to address structural barriers at each phase of the recruitment and retention cycle (Dollarhide et al., 2018; Fox et al., 2018).

Once these barriers have been addressed, the plan must identify how programs will affirm BIPOC faculty and students' identity, voices, and contributions. Rather than asking if BIPOC applicants are ready for a doctoral program, programs must ask if they are prepared to receive and affirm BIPOC students. This can be answered by centering BIPOC faculty and students' voices in recruitment and retention policies and practices. Such *counter-storytelling* allows BIPOC faculty and students to challenge claims of meritocracy and *colorblindness*, as well as the dominant culture's discourse (Delgado & Stefancic, 2001). The exchange of stories helps individuals in dominant cultures examine and overcome ethnocentrism related to their privilege.

### **Pursue/Inform**

The next phase requires developing a clear, intentional, and personalized outreach plan where all faculty demonstrate active involvement in the recruitment of prospective students. A study by DeAngelo (2008) found that the single largest effect on Ph.D. aspirations was faculty encouragement for graduate study. As such, faculty can be the most effective recruiters and collaborate with Graduate School staff and Diversity and Equity directors who can share best practices for recruitment and admissions (Griffin & Muñiz, 2011). Actively pursuing potential applicants is an ongoing process and counselor educators should be continually on the lookout for rising stars in the profession, particularly from underrepresented groups.

Faculty can partner with other counselor education programs to develop "feeder schools" in Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and Asian American Native American Pacific Islander-Serving Institutions (AANAPISIs) (Griffin & Muñiz, 2011). This includes increasing prospective students' *navigational capital* through informational sessions on career trajectory in counselor education, salary, the role of a school counselor educator, and how they impact society systemically (Milsom & Moran, 2015). Details

of the admission process, criteria, and types of financial support offered (assistantships, scholarships, incentive programs, research stipends, etc.) and corresponding deadlines should be discussed. Informational sessions should demystify the process by explaining the steps toward program completion (course requirements, comprehensive examinations, and dissertation, Farmbry, 2007; Lopez-Perry et al., 2018). This information is critical for school counselors who need to consider costs and responsibilities due to already having a career and possibly families. Therefore, counselor educators should be mindful that school counselors might be considered as non-traditional doctoral students based on these factors.

Faculty can also recruit from professional school counseling organizations. The first three authors and another BIPOC counselor educator hosted a speaker panel session at a national counseling conference specifically for BIPOC school counselors interested in learning more about a doctoral degree (Lopez-Perry et al., 2018). Presenters engaged with BIPOC school counselors on topics such as applying to doctoral programs, the job of a faculty member, and career transition. To build navigational capital, transformative resistance, and aspirational capital panelists' discussed career paths, what a doctoral program entails, and lifestyle changes such as relocation and significant salary decrease (Milsom & Moran, 2015; Tuttle et al., 2019). Anecdotal evidence indicated that several in attendance expressed more confidence about pursuing a doctoral degree while others proceeded to apply to doctoral programs. Lastly, counselor education programs can develop recruitment partnerships with interest networks such as the Facebook group Professional School Counselors of Color which has over 3,800 members.

### **Screen/Orient**

At this stage, faculty should build a strength-based cohort via a *fully holistic review* or *hybrid holistic review* that screens applicants in rather than out. A *holistic review* recognizes that

varied interests, perspectives, and lived experiences can be as valuable as education. A national survey by the URBAN Universities for Health (2014) found 81% of schools using *holistic reviews* found an increase in diversity. A *fully holistic review* considers all components of an application together (Kira Talent, 2016). This process allows applicants to have multiple opportunities to be screened in other than one single cut-off point. A *hybrid holistic review* blends tradition with a *holistic review* (Kira Talent, 2016). For example, programs may have a grade point average cut-off then consider supplementary application materials. Kent and McCarthy (2016) describe a lack of clarity as to what constitutes “*holistic review*” because most schools create their own criteria of what makes a great fit student.

Existing literature in counselor education can help define a range of noncognitive variables that can provide a holistic review. CACREP standards establish that one of the primary objectives of a doctoral program is “to prepare students to assume positions of leadership in the profession and/or their areas of specialization” (p.52). Additionally, essential qualities for counselor educators include elements related to teaching clinical skills, professional dispositions, self-reflection, and growth (CACREP, 2016; Hurt-Avila, et al. 2020). The Transforming School Counseling Initiative (Educational Trust, 1996) suggests school counselors play an essential role in identifying and addressing systemic barriers through the “essential skills” of collaboration, use of data, advocacy, and leadership. Thus, qualifications can focus on applicants’ skills in cross-cultural communication, collaboration, leadership, advocacy, and data for equity and social justice. Additional criteria can include 1) evidence of drive and motivation to persist and succeed in the field of counseling notwithstanding barriers 2) research interests and leadership experience that contribute to educational equity, access, and diversity, and 3) potential pedagogical contributions to courses through their understanding of common barriers faced by underrepresented and

historically marginalized populations (UC Berkeley, n.d.). Such criteria explicitly acknowledge the *aspirational, linguistic, and resistance capital* that applicants bring to the program and counselor education and should be emphasized during informational sessions (Yosso, 2005). Admission committees must create an open dialogue environment that includes analyses of biases in decision-making and a plan to address it during the screening process.

Once BIPOC students are admitted, counselor educators must orient them to the program. BIPOC students are often left to navigate their doctoral experience in isolation, combating imposter syndrome, and their sense of belonging (Branch, 2018). Orienting students provides navigational capital, which is especially important for school counselors who may not have been in graduate school for many years (Yosso, 2005). After admission, faculty should communicate with selected BIPOC students to address questions or concerns. Discussions and supports can center around feelings of isolation, imposter syndrome, peer disconnection, and faculty misunderstanding and disrespect (Henfield et al., 2013). Programs can connect incoming students to peer mentors or other support networks *critical to navigating the language and culture of academia* and providing *social capital* (Farmbry, 2007; Yosso 2005).

### **Mentor/Ally**

During the program experience, faculty are a crucial part of a graduate student's support system through mentorship and allyship. As mentors, faculty provide crucial information, guidance, and training. As allies, faculty proactively assist students in achieving their goals. Milkman and colleagues (2015) found that professors were less likely to respond to mentoring requests from a student who was non-White than a White male student. Yet BIPOC students have indicated the need for appropriate mentorship throughout their program (Baker & Moore, 2015; Blockett et al., 2016). While same-race mentoring was critical (Blockett et al., 2016), BIPOC

faculty are often underrepresented and overwhelmed with the demand of being the sole mentor (CACREP, 2018). Therefore, White counselor educators should seek to mentor BIPOC doctoral students.

As mentors, White faculty should use their privilege and power to help BIPOC students navigate the White-epitomized system more easily. Martinez-Cola (2020) describes three types of mentors: collectors, nightlights, and allies. White mentors must avoid becoming “collectors” (Martinez-Cola, 2020) who use BIPOC students to showcase their anti-racist work giving the spotlight to themselves. Instead, as “nightlights,” mentors should acknowledge the prevalence of biases and institutional racism in academia and use their privilege, social capital, and cultural capital to reveal the unspoken and unwritten rules BIPOC students will likely encounter. As “allies”, mentors invite mentees to conferences and introduce them to important individuals beyond simple introductions (Martinez-Cola, 2020). They recognize a mentee’s *cultural capital* and position them in committees and leadership roles where their talents can thrive. Mentors can also co-author with their mentee to help them gain greater standing in their scholarship (Martinez-Cola, 2020). Additionally, mentors pay attention to moments where mentees struggle with their passive voice or negative self-talk. They are the first to reach out, become a listening ear, and help BIPOC students process their struggles. Last, sending encouraging notes or words related to their work and sharing their incremental successes with them and colleagues. These actions grounded in Community Cultural Wealth demonstrate how counselor educators are able to support BIPOC students who are challenged by imposter syndrome or sense of deficiencies in their capabilities to succeed as a doctoral student (Yosso, 2005).

BIPOC school counselors transitioning from serving K-12 populations to higher education must learn the myriad of systems that influence SCE’s roles and responsibilities. Professors have

agreed appropriate supervision is needed to increase graduate student's preparation to teach in higher education (Robinson & Hope, 2013). Mentors must expose BIPOC students to processes involved with teaching and discuss what works and what does not work. BIPOC faculty can experience student-professor dynamics in which identities intersect with privilege and oppression (Chan et al., 2018), as such mentors should address the impact of intersectionality. For example, BIPOC doctoral students may encounter racial harassment and their credibility questioned by students (Martinez et al., 2017). Attention to emotional fatigue experienced by BIPOC doctoral students due to cultural encapsulation and biased evaluations must also be taken into account (Wines et al., 2015) in mentoring. Based on these factors, faculty create space to process challenges as a means of support.

### **Retain/Interrogate**

In this phase, programs should focus on retaining BIPOC doctoral students to the field of counselor education by employing a multidimensional strategy, supporting their BIPOC students in the academic job search, actively recruiting a racial/ethnically diverse hire pool, and addressing what Sensoy and DiAngelo (2017) call "the fundamental Whiteness of university's policies and practices." Statistics suggest BIPOC doctoral students in counselor education are not transitioning into faculty positions (CACREP, 2018). Further evidence indicates that BIPOC faculty are not actively recruited and do not have the luxury of multiple job offers (Moody, 2004; Smith et al., 2004).

Faculty should help BIPOC students develop strategies for preparing for a job search. This can include assistance with developing a curriculum vitae, preparing for the campus visit, and managing job offers and negotiations. Studies have identified the limited expectations of faculty of color negotiating salaries like their White peers (Hernandez et al., 2019). Many employers report

being open to salary negotiations; however, less than half of recent graduates pursue negotiating wages (Wesner & Smith, 2019). Understanding salary may be fixed, availability of summer teaching, recognition of extra duties as BIPOC, incentives such as travel funds, availability of research assistants, subsidized housing, etc. are some areas to consider in salary negotiation. BIPOC students with this knowledge can lead the salary negotiation rather than accept what is suggested. Faculty can assist doctoral students in developing and practicing negotiation tactics. This will be particularly beneficial to school counselors who may not have experience with salary and contract negotiations.

Counselor education programs that are serious about the desire to diversify must be aggressive and intentional in their recruitment and their examination of policies. Counselor educators should become familiar with the various faculty diversification and recruitment tools that exist on campus. Search committees can request training on cultural competence and unbiased evaluations related to the hiring process. Sensoy and DiAngelo (2017) call on faculty to interrogate hiring practices that protect the inherent *Whiteness* of institutions which includes the job description, the composition of the search committee, the “objective” scrutiny of the curriculum vitae, the interview, and hire decision. To prevent potential applicants from selecting themselves out of the pool of possible applicants, Stuart and Valian (2018) recommends defining the job description in broad terms and providing cues of belonging. For instance, committees can consider candidates awareness of inequities and challenges faced by underrepresented students, history of engagement in activities that reduce educational barriers, and vision for how they will contribute to the university’s mission to serve a diverse student body and create an inclusive campus (UC Davis, n.d.). Literature has shown that BIPOC assistant professors experienced students’ (Salazar, 2005), departmental (Salazar et al., 2004), and institutional stereotypes,

hostility, racism, and marginalization (Martinez, et al., 2017) while transitioning into academia from doctoral studies. Issues with gender, race, ethnicity, are often juxtaposed in their experience (Salazar, et al., 2004), thus search committees should consider how these -isms influence interviews and hiring decisions. The strategies described, help ensure that diversity and race equity is not treated as an “add-on” to hiring practices nor a check-box.

### **Implications for Future Research**

As previously stated, limited research related to recruitment and retention has been conducted in regard to counselor education (Holcomb-McCoy & Bradley, 2003). Therefore, research focusing on the recruitment and retention of BIPOC school counselors in counselor education doctoral programs are much needed. Potential future research may include examining the current admission and screening criteria of counselor education programs. Additionally, focus groups with SCEs to identify criteria for a holistic review following the Social Justice Recruitment and Retention Model can better inform counselor education programs. Examining the experiences of doctoral students of color about their doctoral experiences and definition of allyship would further support recruitment and retention efforts. Research focusing on SCEs to utilize a rating scale developed based on the Social Justice Recruitment and Retention Model to audit their admissions procedures in seeking candidates for counselor education programs would further inform the recruitment and retaining practices.

### **Conclusion**

Prior literature has demonstrated the need for racial/ethnically diverse faculty, particularly within the field of counselor education. Consequently, recruitment and retention plans must continually be reevaluated and reformulated in order to maintain the integrity and authenticity of the recruitment and retention mission. This is exemplified by programs cycling back to the

Define/Affirm phase where recruitment, admission, and program policies and practices are reexamined, demographic data is reviewed to ensure equitable access, and new choices and decisions are made about how to proceed. These phases provide opportunities for programs to continue centering on the voices of BIPOC faculty and students. Based on these factors, the urgency to hire BIPOC SCEs is further heightened by recognizing that not only might school counseling students lack qualified faculty who have school counseling experience and knowledge, but also faculty who do not represent BIPOC diversity. This is important to note, especially since there is value in recruiting and retaining school counselors with work experience who are able to bring real world application to the learning process and often regarded highly by students versus faculty without school counseling experience (Tuttle et al., 2019). By applying the Social Justice Recruitment and Retention Model, counselor educators are positioned to eradicate racial barriers and inequities within the recruitment pipeline and demonstrate their commitment to racial/ethnic diversity, equity, and social justice. Furthermore, the Social Justice Recruitment and Retention Model has relevance for the recruitment and retention of Master's students and new faculty.

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