“Where's the Rest of Me?” Addressing Ethnic Diversity and Cultural Climate in a Graduate Psychology Program

Derrin Y.K. Fukuda

Pacific University

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“Where's the Rest of Me?” Addressing Ethnic Diversity and Cultural Climate in a Graduate Psychology Program

Abstract
Doctoral level psychology students (N = 50) at a graduate psychology program located in the Pacific Northwest were surveyed regarding their own experiences of the program's cultural climate. Instances of ethnic differences between white majority students and ethnic minority students were reported in the following areas: (a) overall difference in experience and perceptions, (b) comfort with those of different ethnic background, and (c) pressure to conform to dominant culture. Students (N = 49) and faculty (N = 20) were also asked, via a newly created measure, to rate their program's efficacy in meeting APA guidelines for diversity. Test construction and qualitative demographic information were discussed.

Degree Type
Thesis

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“WHERE’S THE REST OF ME?”

ADDRESSING ETHNIC DIVERSITY AND CULTURAL CLIMATE IN A
GRADUATE PSYCHOLOGY PROGRAM

A THESIS
SUBMITTED TO THE FACULTY
OF
SCHOOL OF PROFESSIONAL PSYCHOLOGY
PACIFIC UNIVERSITY
HILLSBORO, OREGON

BY
DERRIN Y. K. FUKUDA

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
OF
MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

DECEMBER 11, 2009

APPROVED:

Daniel, Mckitrick, Ph.D.

Alyson, L. Burns-Glover, Ph.D.
ABSTRACT

Doctoral level psychology students (N = 50) at a graduate psychology program located in the Pacific Northwest were surveyed regarding their own experiences of the program’s cultural climate. Instances of ethnic differences between white majority students and ethnic minority students were reported in the following areas: (a) overall difference in experience and perceptions, (b) comfort with those of different ethnic background, and (c) pressure to conform to dominant culture. Students (N = 49) and faculty (N = 20) were also asked, via a newly created measure, to rate their program’s efficacy in meeting APA guidelines for diversity. Test construction and qualitative demographic information were discussed.

Keywords: cultural climate, graduate psychology, ethnicity, diversity
ACKNOWLEDGEMENTS

The author would like to thank his thesis committee, Drs. Alyson Burns-Glover and Dan McKitrick. Dr. McKitrick, you believed in this from the beginning and your unending support allowed me to believe in this thesis. Dr. Burns-Glover, mahalo for coming down on me when I needed to be redirected as well as your support when I needed to be reassured. I needed both throughout this thesis and you knew whether or not to apply pressure. In addition, I would like to extend thanks to Eric Schmidt, Bjorn Bergstrom, and Joshua Tabaldo. You all contributed to my sanity while I was completing this thesis and I could not have gotten through this without you all. I would like to thank my parents for supporting me throughout my academic career, even when I wanted to become a comedian and an architect. Lastly, I would like to thank my wife Nina. Thank you for being there for me throughout this endeavor. Without these individuals, none of this would have been possible. Mahalo nui loa.
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Introduction

Increasing the recruitment and retention of ethnic minority students is an important task for any site of higher education. The American Psychological Association has had an increasing interest in and research agenda devoted to increasing the recruitment and retention of ethnic minority students (APA, 2009). To address this, many researchers have assessed college and university cultural climates in order to gain a better understanding of the perceptions and attitudes of its students in regard to ethnic diversity (Ancis, Sedlacek, & Mohr, 2000; Helm, Sedlacek, & Prieto, 1998; Hurtado, Griffin, Arellano, & Cuellar, 2008; Reid and Radhakrishnan, 2003; Sedlacek, 2000). They suggested that incorporating information regarding differences in students’ experiences of the campus cultural climate is necessary for developing and implementing ethical and culturally responsive interventions such as orientation programs that would promote cultural awareness and sensitivity at the onset of the students’ university experiences (Ancis et al., 2000)

The numbers of ethnic minority students attending undergraduate programs, although increasing, could be improved upon. The National Center for Education Statistics (NCEA) reported that in the fall of 2007, White students accounted for 64 percent of college student enrollment (Planty et al., 2009a). In that year, 13 percent of college students were Black, 11 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident
aliens (Planty et al., 2009a). In accordance to undergraduate institutions, ethnic minority enrollment in graduate programs has also seen an increase in the last ten years. According to the NCES (Planty et al., 2009b) From 2000-2007, enrollment of White students increased by 24% (1.3 to 1.5 million), Black student enrollment increased by 67% (158,000 to 263,000), Hispanic student enrollment increased by 48% (95,000 to 141,000), Asian/Pacific Islander student enrollment increased by 33% (96,000 to 128,000), American Indian/Alaska Native student enrollment increased by 55% (10,000 to 16,000), and Nonresident alien student enrollment increased by 21% (232,000 to 280,000). The aforementioned statistics regarding ethnic minority enrollment suggest that there has been a change in the positive direction for these students seeking higher education.

Graduate level psychology programs have shown enrollment statistics similar to that of their undergraduate counterparts and their graduate level colleagues. In the 2006/2007 school year, White students accounted for 66% of the graduate psychology enrollment (APA, 2008b). During that year, 7% of the students were African American/Black, 8% were Hispanic/Latino(a), 6% were Asian/Pacific Islander, 0.6% were Native American, and 1% were multi-ethnic (APA, 2008b). It was interesting to discover that about 11% of those enrolled as full-time students in graduate psychology programs did not specify what ethnicity they were (APA, 2008b). This may suggest that students may not full know their ethnic background or that they are reluctant to report their ethnic background due to a fear of stereotyping. According to Steele (1992 and 1997) and Steele and Aronson (1995), when people know that they can possibly be
judged or treated negatively on the basis of a negative of their group, they may be more reluctant to report their ethnic background.

Unlike their undergraduate college counterparts, graduate psychology (PsyD and PhD) institutions must also strive to meet the American Psychological Association’s (APA) accreditation criteria for diversity (APA, 2008a). These diversity standards are in place to ensure that graduate institutions are making a concerted effort to recruit and retain students. The APA’s Center for Workforce Studies (APA, 2008b) found that in comparison with undergraduate level institutions, there is a lack of research of graduate level cultural climates (Hung et al., 2007; Washburn-Moses, 2007). More specifically, there is a lack of research pertaining to graduate level psychology programs. The purpose of this study is to assess the cultural climate of a doctoral psychology program in the Pacific Northwest with the goal of increasing recruitment and retention of ethnically diverse students as well as influencing the development of culturally relevant and effective interventions.

Cultural Climate

Colleges and Universities

Hurtado, Milem, Clayton-Pederson, and Allen (1999) define cultural climate as a part of the institutional context that includes community members’ attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, and diversity. With the goal of diversifying college campuses, many researchers focused their studies on the discrepancies between white students and their ethnic minority counterparts. Despite increases in diversity, researchers have suggested that members of historically underrepresented groups tend to perceive the campus cultural climate rather differently.
than their majority group peers (Worthington, Navarro, Lowey, & Hart, 2008; Ancis et al., 2000; Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Cress & Ikeda, 2003; Hurtado, 1994). In general, underrepresented groups tend to report more racial and ethnic tension than their White colleagues.

Helm and colleagues (1998) aimed to create a reliable measure with the intent of assessing the campus cultural climate by inquiring upon the experiences and perceptions of students at a large eastern university. The researchers mailed an anonymous 100-item questionnaire on cultural attitudes and climate to first- and third-year undergraduate students. Through a factor analysis, they discovered 11 factors (Table 1). They found that the more Asian Americans, Hispanic Americans, and Whites were aware of diversity and dealt with those issues of diversity, the less satisfied they were with their school (Helm et al., 1998). They went on to suggest that it is likely that Whites do not see the relevance of their culture to diversity issues because the overall culture on campus has been, and continues to be, designed for them (Helm et al., 1998).

A recent study by Trawalter, Richeson, and Shelton (2009) sheds light on how people “deal” with these issues of diversity. They found that interethnic interactions could be understood as initial stress reactions and subsequent coping responses

<table>
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Mostly majority, not the minority individuals, tend to experience these interactions as a threat, which leads to feelings of stress, which then leads to coping strategies. The authors suggested that we tend to antagonize, avoid, freeze, or engage with those of different ethnicities when we interact with them (Trawalter, et al., 2009). They went on to state that decreasing negative responses to interethnic interactions (i.e., antagonizing, avoidant, or frozen) and increasing positive interactions (engagement) can be made by improving racial attitudes and increasing the individual’s resource appraisals. One’s resource appraisals relate to interventions such as multicultural education and more frequent, positive interracial contact (Trawalter, et al., 2009). The notion of increasing an individual’s resource appraisals is not novel in that other researchers have suggested interventions such as those previously mentioned in order to increase the retention and recruitment of ethnic minorities in undergraduate institutions (Ancis, Sedlacek, & Mohr, 2000; Helm, Sedlacek, & Prieto, 1998; Hurtado, Griffin, Arellano, & Cuellar, 2008; Reid and Radhakrishnan, 2003; Sedlacek, 2000).

Ancis et al. (2000) sought to improve upon the study done by Helm et al. (1998). They wanted to explore the perceptions and experiences regarding multiple dimensions of the campus cultural climate, including dimensions specifically related to race and ethnicity (Ancis, et al., 2000). This study took place in a large mid-Atlantic university. They also improved the measure administered in Helm and colleagues’ study and named it the Cultural Attitudes and Climate Questionnaire (CACQ). They administered the CACQ to 578 African American, Asian American, Latino/a, and White undergraduate students. They found that there were significant differences among the racial/ethnic groups on several domains of the campus cultural climate. African American students
consistently reported significantly more racial-ethnic conflict on campus; pressure to conform to stereotypes; and less equitable treatment by faculty, staff, and teaching assistants (Ancis et al., 2000). Asian Americans and Latinos/as reported similar experiences. White students’ responses reflected limited perceptions of racial/ethnic tensions in addition to feeling that both their peers and the faculty treated them fairly. On the contrary, the Asian American and African American participants reported significantly less fair treatment by their peers and the faculty (Helm et al., 1998). The researchers used the results as a starting point for culturally aware and sensitive orientation programs and mentoring programs for the university. In addition, the data could help the university’s counseling center better meet the needs of a diverse student body by taking into account students’ particular perceptions and unique experiences (Bishop, 1990; Stone & Archer, 1990; as cited by Helm et al., 2000).

**Graduate Institutions**

Although not doing research as frequently, researchers on graduate populations have found similar results as those with undergraduates. Washburn-Moses (2007) suggested that the shortage of minority graduates and minority faculty members may be the result of poor school socialization. School socialization is defined as “the process by which students acquire the attitudes, beliefs, values, and skills needed to participate effectively in the organized activities of their profession” (Nettles & Millett, 2006, p. 89). This socialization is especially critical for the success of ethnic minority graduate students in that researchers have shown that they experience poorer integration into the graduate community than mainstream students, both academically and socially (Washburn-Moses, 2007). She proposed that by assessing the perceptions of students
enrolled in doctoral programs in special education about their programs, she may be able to help various graduate programs better diversify their student population (Washburn-Moses, 2007). There were 619 doctoral students in special education from 78 different programs. The majority of the students were White (70%). She found that the African American and Asian students reported lower levels of satisfaction than their White and Latino/Latina counterparts. African Americans also felt more poorly prepared to publish in refereed journals than Whites. These findings prompted her to suggest a change of direction from questionnaires assessing perceptions and attitudes of the students to more in-depth qualitative analyses, which is in accordance with Stanley Sue’s (1999) critique of the “internal validity” bias towards quantitative over qualitative design in psychology. Sue asserts that those conducting studies with ethnic minority populations would do well to begin with qualitative inquiries before imposing measures standardized on White, Euro-American samples.

As these authors asserted, researchers using qualitative methods elicit richer data and more contextualized interpretations of the complex issue of minority underrepresentation. Washburn-Moses (2007) discussed that perhaps it would be beneficial to compare the lives of minority and majority doctoral students, including family background, prior work and educational experiences, financial situations, outside responsibilities, and how they make sense of their programs and future career paths, which could provide a better explanation of the differences between minority and majority students. Such research is the foundation to understanding minority respondents’ experiences (Sue, 1999).
Espoused Theory vs. Theory-in-Use

Given the APA’s focus on diversity standards (APA, 2008a), it is important to have a body of data that can account for experiences and perceptions of minority students in programs where faculty are espousing cultural diversity and competence as a core part of their curriculum and system of values. In addition to assessing cultural climate, looking into the differences in perception between faculty and students in the importance of the APA’s diversity standards and how effectively those standards are being met could help bring discrepancies to light. This analysis of comparing faculty’s stated ideals (espoused theory) with the students’ real experience (theory-in-use) could help the concerned parties to understand the reasons for and implications of such discrepancies (Argyris, 1982 as cited by Patton, 2002, p. 163). A comparison of the two depictions of the program can support organizational development to improve the efficacy of meeting the APA’s diversity standards. The APA’s guidelines for accreditation were first developed in 1947 when the APA sought to create a recommended graduate training program in clinical psychology (APA, 1947). They wanted to develop standards for faculty in institutions giving training in clinical psychology, including universities, internship, and other practicum facilities (APA, 1947). Currently, accreditation in clinical psychology is intended to: “achieve general agreement on the goals of training…encourage experimentation on methods of achieving those goals and…suggest ways of establishing high standards in a setting of flexibility and reasonable freedom” (APA, 2008a, p. 5).
Hypotheses

To expand on previous research, the current researcher addressed the experiences and perceptions of graduate students in psychology rather than undergraduates in general. The program’s cultural climate was assessed using an adapted version of the CACQ (Appendix A). The researcher of the current study created the Accreditation Diversity Efficacy Questionnaire (ADEQ) to assess the perceptions of the program’s efficacy in meeting the APA standards as it pertains to diversity (Appendix B). Two main hypotheses were tested during this study.

Hypothesis 1

The first hypothesis is that there will be ethnic differences with respect to perceptions and attitudes of the program’s cultural climate as measured by the Adapted Graduate Cultural Attitudes and Climate Questionnaire (ACACQ). Specifically, it is hypothesized that ethnic minority students will score lower on the ACACQ than their white peers.

Hypothesis 2

The second hypothesis is to determine whether there is a difference between the “espoused theory” and “theory-in-use” (Argyris, 1982). The assumption is that there will be differences between the students and faculty with respect to perceptions of efficacy as measured by the ADEQ. Specifically, it is hypothesized that students will score significantly lower on the ADEQ when compared to faculty members.
Method

Respondents and Setting

The study took place in a doctoral psychology program located in the Pacific Northwest and consisted of convenience and snowball samples (Patton, 2002, p. 237) of graduate students and faculty members. Approximately 270 enrolled students were asked to participate in the study. An additional 56 full-time and part-time faculty were recruited via email. Of the 270 doctorate level students at the graduate program at the time of this study, 50 (19%) completed the ACACQ while 49 (18%) completed the ADEQ. There were more female students (37) than male students (17). The class standing demographics are as follows: 1st year (5), 1st year advanced standing (1), 2nd year (17), 2nd year advanced standing (1), 3rd year (11), 3rd year advanced standing (1), 4th year (14), 4th year advanced standing (3), and 5th year (3). Respondents’ ages ranged from 22 to 50 years of age.

Respondents were given the chance to self-report their ethnic background in an open-ended fashion. Respondents who used the terms, “White, Caucasian, Euro American, American, and WASP” were coded as “White” as per research on how White Americans self-label (Martin, Krizek, Nakayama, & Bradford, 1996). There were 36 students who were coded as “White”. Those who provided specific European ethnic ancestries, not evoking “White, Caucasian, Euro American, American, or WASP” were coded as “Mixed European”. There were 7 students who were coded as “Mixed European”. Those who self-described as a multiracial/multiethnic minority, as determined by the U.S. Census (Evans, Price, & Barron, 2001), were coded as “Mixed Minority”. There were 5 students who were coded as “Mixed Minority”. Those who self-
described as one of the following: Irish Catholic, Italian, Polish, Russian, and Jewish were coded as “Non-Minority/Ethnic White” as per research by Jean Phinney (1996). She described three aspects of ethnicity that may account for its psychological importance. One such aspect of ethnicity pertains to the experiences associated with minority status, including powerlessness, discrimination, and prejudice (Phinney, 1996). The histories of the aforementioned “Non-Minority/Ethnic Whites” suggest that they might have more sensitivity to discrimination/prejudice than their majority White counterparts. There were 5 students who were coded as “Non-Minority/Ethnic White”. There were no respondents who self identified as a single ethnic minority. In addition to coding their ethnic background, we also recorded how many ethnicities they provided. Thirty-five individuals stated that they had one ethnicity, 8 stated that they had two, 2 stated that they had 3 ethnicities, 7 stated that they had four ethnicities, and 1 student said that she or he had 6 different ethnicities.

Of the 56 part-time and full-time faculty members, 20 (36%) completed the ADEQ. There were more female faculty members (15) than male faculty members (5). There were 11 full-time faculty, 3 part-time faculty, and 6 adjunct faculty members. Respondents’ ages ranged from 31 to 64 years of age. There were 9 faculty coded as “White”, 2 coded as “Mixed European”, 5 coded as “Non-Minority/Ethnic White”, 2 coded as “Mixed Minority”, and 2 coded as having provided one minority ethnicity. Twelve stated that they had one ethnicity, 2 stated that they had two ethnicities, 3 stated that they had three ethnicities, 2 stated that they had four ethnicities, and 1 stated that she or he had seven ethnicities.
Design and Procedure

This was a correlational between-groups study. Data were collected online during the summer term of 2009. Emails were sent to each student and faculty member of the graduate program. The email included a link to the researcher’s study via an online survey website. Students were asked to complete a consent form, demographic information form (Appendix C), the ACACQ, and the ADEQ. The faculty members were asked to complete a consent form, a demographic information form, and the ADEQ. Snowball sampling through “word-of-mouth” (Patton, 2002, p. 237) was utilized to garner more responses. As an incentive, respondents were informed that upon completion, they would have the option of participating in a drawing for a gift card. The researcher used SPSS to analyze the data collected.

Measures

Student respondents were asked to complete a version of the CACQ that has been adapted for use in graduate student populations, the ADEQ, and a demographic information form. The faculty respondents were asked to complete the ADEQ and a demographic information form.

Adapted Cultural Attitudes and Climate Questionnaire (ACACQ). The ACACQ is an adapted version of the CACQ developed by Helm, Sedlacek, and Prieto (1998). The CACQ aimed at measuring students’ perceptions and experiences of the university racial and ethnic climate. They used a Likert-type scale to assess the level of agreement with 100 statements regarding the campus climate. The coefficient alpha reliability of the CACQ was .81, which signifies that it is highly reliable (Helm et al., 1998). They identified eleven factors using principal axis factor analysis and varimax rotation. The
factors accounted for 48% of the total variance (Helm et al., 1998). As mentioned previously, Helm and colleagues also determined the reliability for each of the 11 factors. The revision to the CACQ included 40 items and involved the exclusion of a factor relating to residence hall tension, which is unrelated to the program. The ACACQ also utilized a Likert-type scale, which measured level of agreement with 1 meaning “strongly disagree” and 5 indicating that the individual “strongly agreed” with the item. There was also an option to choose “not applicable”. In the current study, the researcher used SPPS to determine the internal consistency for the ACACQ. The Cronbach’s alpha coefficient of the ACACQ was .61, which suggests low reliability. The internal consistency coefficients of the remaining ten factors were also evaluated (Table 2). The ACACQ has face validity in that it appears to measure what it is supposed to measure.

Table 2
CACQ and ACACQ Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>CACQ α</th>
<th>ACACQ α</th>
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<tr>
<td>Racial Tension</td>
<td>.73</td>
<td>.85</td>
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<tr>
<td>Cross-Cultural Comfort</td>
<td>.73</td>
<td>.49</td>
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<td>Diversity Awareness</td>
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<td>.58</td>
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<tr>
<td>Racial Pressures</td>
<td>.60</td>
<td>.59</td>
</tr>
<tr>
<td>Residence Hall Tension</td>
<td>.69</td>
<td>*</td>
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<tr>
<td>Fair Treatment</td>
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<td>Faculty Racism</td>
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<td>Respect for Other Cultures</td>
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<td>Lack of Support</td>
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<td>Comfort With Own Culture</td>
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<td>.05</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>.78</td>
<td>.87</td>
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*Residence Hall Tension items were discarded as they were not pertinent to this program.

Accreditation Diversity Efficacy Questionnaire (ADEQ). The researcher created the ADEQ to address student and faculty perceptions of the program’s efficacy of meeting the APA accreditation guidelines as it pertains to diversity (APA, 2009, p. 14). There are 16 items, which are all measured using a Likert-type scale. The ADEQ items seek to determine level of agreement with anchors of 1 (strongly disagree) to 5 (strongly agree). The ADEQ has face validity in that the items of the ADEQ are not deceptive and
is appears to measure what it is supposed to measure. The reliability of the ADEQ was
determined using SPSS and will be discussed in the results section as it is a new measure.

**Instruments**

All emails included a link to an online survey program named Survey Monkey.
From the link, the respondents were able to complete the consent form, demographic
information form, and both measures.

**Results**

This study was designed to test two hypotheses about the interrelations among
ethnicity, experiences of cultural climate, and attitudes towards the efficacy of the
graduate program regarding their facultys’ standards of meeting the APA accreditation
guidelines of ethnic diversity.

**Hypothesis 1**

To test the hypothesis that there is a difference between ethnic minority and
majority (white) students in regard to their attitudes about the cultural climate of their
program, the researcher administered the ACACQ to the respondents. As mentioned in
the methods section, data analysis was informed by various research conceptualizations
of self-reported ethnicity that were deemed relevant to variations in student perceptions
of their cultural climate. Table 3 shows the descriptive statistics for the items on the
**ACACQ.**

<table>
<thead>
<tr>
<th>Subscale Items</th>
<th>N</th>
<th>Range</th>
<th>Mean</th>
<th>SD</th>
<th>Variance</th>
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<tbody>
<tr>
<td>Racial Tension</td>
<td></td>
<td></td>
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<tr>
<td>There is racial conflict on campus</td>
<td>50</td>
<td>4.00</td>
<td>2.44</td>
<td>.97</td>
<td>.94</td>
</tr>
<tr>
<td>There is racial/ethnic separation on campus</td>
<td>50</td>
<td>5.00</td>
<td>2.88</td>
<td>1.10</td>
<td>1.21</td>
</tr>
<tr>
<td>There are interracial tensions in the classroom</td>
<td>50</td>
<td>4.00</td>
<td>2.26</td>
<td>.90</td>
<td>.81</td>
</tr>
<tr>
<td>I have been exposed to a racist atmosphere in the classroom</td>
<td>50</td>
<td>3.00</td>
<td>2.28</td>
<td>1.01</td>
<td>1.02</td>
</tr>
<tr>
<td>I have been exposed to a racist atmosphere outside the classroom</td>
<td>50</td>
<td>4.00</td>
<td>3.38</td>
<td>1.24</td>
<td>1.55</td>
</tr>
<tr>
<td>Students are resentful of others whose race/ethnicity is different from their own</td>
<td>50</td>
<td>4.00</td>
<td>2.42</td>
<td>1.01</td>
<td>1.02</td>
</tr>
<tr>
<td>Cross-Cultural Comfort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am comfortable going to see a faculty member of my own race/ethnicity  
I am comfortable speaking with others about my racial/ethnic background  
I am comfortable being in situations where I am the only person of my racial/ethnic group  
I am comfortable saying what I think about racial/ethnic issues  
I am comfortable being with people whose racial/ethnic backgrounds are different from my own  
I am comfortable being with people whose racial/ethnic backgrounds are the same as my own  

Diversity Awareness  
I now recognize culturally-based behavior I had not previously identified  
I now discuss topics related cultural awareness with friends  
I now step myself from using language that may be offensive to others  
I now handle negative language used by another in such a way as to try to educate the other person  
I now initiate contact with people who are not of my culture or ethnic background  
My experiences since coming to this program have led me to become more understanding of racial/ethnic differences  

Racial Pressures  
I feel there are expectations about my academic performance because of my race/ethnicity  
I feel pressured to participate in ethnic activities at this institution  
I feel I need to minimize various characteristics of my racial/ethnic culture (e.g., language, dress) to be able to fit in at this institution  
I feel I am expected to represent my race or ethnic group in discussions in class  

Fair Treatment  
Faculty treats me fairly  
Teaching assistants treat me fairly  
Students treat me fairly  

Faculty Racism  
I have often been exposed to a racist atmosphere created by faculty in the classroom  
I have often been exposed to racist atmosphere created by faculty outside of the classroom  

Respect for Other Cultures  
Faculty respect students of different racial and ethnic groups  
Students respect other students of different racial and ethnic groups  
There is a great deal of friendships between students of different racial and ethnic groups  

Lack of Support  
I often have difficulty getting help or support from faculty  
I often have difficulty getting help or support from students  
I often have difficulty getting help or support from teaching assistants  

Comfort With Own Culture  
I am comfortable speaking with others about my racial/ethnic background  
I am comfortable being in a situation where I am the only person of my racial/ethnic group  

Overall Satisfaction  
This program provides an environment for the free and open expression of ideas, opinions, and beliefs  
Overall, my educational experience at this program has been a rewarding one  
I would recommend this program to siblings or friends as a good place to earn a doctorate in psychology  
The overall quality of academic programs at this program is excellent  
I feel as though I belong in this program’s community
The researcher used an ANOVA to see if there was a difference between groups. The ANOVA was significant $F(3, 46) = 3.49, p < .05$. The ACACQ ($\alpha = .61$) was not as reliable as the CACQ ($\alpha = .81$), however multiple factors within the ACACQ had a higher reliability than the CACQ (see Table 2).

The strength of the relationship between stated ethnicities and ACACQ scores was assessed by $\eta^2$. The effect size was .18, which demonstrates a large effect (Cohen, 1988). A power analysis was conducted to verify if the ACACQ has a chance to detect a relationship (Pallant, 2005, p. 199). A power statistic of .74 indicates that the ACACQ has medium power, which suggests that there was a 74% chance that the test was detecting a real difference. A Tukey HSD post hoc test was conducted to evaluate pairwise differences among the means. There was a significant difference between the White group ($M = 132.52, SD = 9.35$) and the Mixed Minority group ($M = 144, SD = 4.90$). There were no significant differences between the means of the Mixed European group ($M = 135.86, SD = 6.57$), and Ethnic White group ($M = 140.40, SD = 6.80$); White group and Ethnic White group; Ethnic White group and Mixed Minority group; and Mixed European group and Mixed Minority group. The hypothesis that there would be a difference between the ethnic minority and white students was partially supported by this finding.

**Hypothesis 2**

To test the hypothesis that there was a difference between the faculty and students in relation to their perceptions of the efficacy of the program in meeting the APA’s accreditation guidelines of diversity, the researcher created and administered the ADEQ
to both the faculty and student respondents. Table 4 displays the item descriptives for the student ADEQ while Table 5 shows item descriptives for the faculty ADEQ.

Table 4
Item Descriptives for Student ADEQ

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Range</th>
<th>Mean</th>
<th>SD</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing ethnic backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.02</td>
<td>1.01</td>
<td>1.02</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing racial backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>2.98</td>
<td>1.07</td>
<td>1.14</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing personal backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.53</td>
<td>.82</td>
<td>.67</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract faculty from differing ethnic backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.12</td>
<td>1.05</td>
<td>1.11</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract faculty from differing racial backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.16</td>
<td>1.11</td>
<td>1.22</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract faculty from differing personal backgrounds into the program</td>
<td>49</td>
<td>3.00</td>
<td>3.53</td>
<td>.79</td>
<td>.63</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain students from differing ethnic backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.18</td>
<td>.97</td>
<td>.94</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain students from differing racial backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.14</td>
<td>1.02</td>
<td>1.04</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain students from differing personal backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.39</td>
<td>.84</td>
<td>.70</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain faculty from differing ethnic backgrounds into the program</td>
<td>49</td>
<td>3.00</td>
<td>3.33</td>
<td>.83</td>
<td>.68</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain faculty from differing racial backgrounds into the program</td>
<td>49</td>
<td>4.00</td>
<td>3.45</td>
<td>.71</td>
<td>.50</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to retain faculty from differing personal backgrounds into the program</td>
<td>49</td>
<td>3.00</td>
<td>3.41</td>
<td>.89</td>
<td>.79</td>
</tr>
<tr>
<td>The program acts to ensure a supportive learning environment appropriate for the training of diverse individuals</td>
<td>49</td>
<td>3.00</td>
<td>3.55</td>
<td>.82</td>
<td>.67</td>
</tr>
<tr>
<td>The program acts to ensure an encouraging learning environment appropriate for the training of diverse individuals</td>
<td>49</td>
<td>4.00</td>
<td>3.59</td>
<td>.89</td>
<td>.79</td>
</tr>
<tr>
<td>The program provides training opportunities for students of a wide variety of backgrounds</td>
<td>49</td>
<td>4.00</td>
<td>3.37</td>
<td>.91</td>
<td>.82</td>
</tr>
<tr>
<td>The program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training</td>
<td>49</td>
<td>3.00</td>
<td>3.88</td>
<td>.70</td>
<td>.48</td>
</tr>
<tr>
<td>The program has a thoughtful and coherent plan to provide students with relevant knowledge about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology</td>
<td>49</td>
<td>4.00</td>
<td>3.47</td>
<td>.89</td>
<td>.80</td>
</tr>
<tr>
<td>The program has a thoughtful and coherent plan to provide students with relevant experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology</td>
<td>49</td>
<td>4.00</td>
<td>3.57</td>
<td>.96</td>
<td>.92</td>
</tr>
<tr>
<td>The program implements a thoughtful and coherent plan to provide students with relevant knowledge about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology</td>
<td>49</td>
<td>4.00</td>
<td>3.60</td>
<td>.68</td>
<td>.46</td>
</tr>
<tr>
<td>The program implements a thoughtful and coherent plan to provide students with relevant experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology</td>
<td>49</td>
<td>4.00</td>
<td>3.24</td>
<td>.95</td>
<td>.90</td>
</tr>
</tbody>
</table>

Table 5
Item Descriptives for Faculty ADEQ

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Range</th>
<th>Mean</th>
<th>SD</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing ethnic backgrounds into the program</td>
<td>20</td>
<td>4.00</td>
<td>3.50</td>
<td>1.05</td>
<td>1.10</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing racial backgrounds into the program</td>
<td>20</td>
<td>3.00</td>
<td>3.30</td>
<td>.92</td>
<td>.85</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract students from differing personal backgrounds into the program</td>
<td>20</td>
<td>3.00</td>
<td>3.60</td>
<td>.68</td>
<td>.46</td>
</tr>
<tr>
<td>The program has made systematic, coherent, and long-term efforts to attract faculty</td>
<td>20</td>
<td>4.00</td>
<td>3.50</td>
<td>1.10</td>
<td>1.21</td>
</tr>
</tbody>
</table>

23
An ANOVA was conducted to determine whether there was a difference between the means of the faculty and students. The student version of the ADEQ showed strong internal consistency (α = .92), as did the faculty version (α = .96). These scales, as designed by the researcher, appear to have strong internal reliability as well as face validity.

The ANOVA was not significant $F(1, 67) = .384, p > .05$, which indicates that there was not a difference between students ($M = 67.31, SD = 11.35$) and faculty members ($M = 66.05, SD = 13.47$). The strength of the relationship between faculty/student and ADEQ score assessed by $\eta^2$ was not strong, with faculty/student accounting for .002 of the variance in the ADEQ scores. The power of the test was .068,
which suggests that there was a 6.8% chance of detecting a real difference. It is important to point out that the low power of the ADEQ may contribute to the non-significant findings.

**Discussion**

When conducting the current study, I sought to address two hypotheses. The first hypothesis was to determine if there was a difference between the white majority students and ethnic minority students in regard to their perceptions and attitudes of their graduate psychology program’s cultural climate. The second hypothesis had to do with determining the relationship between the faculty and student respondents in their perceptions of how the graduate psychology program is adhering to the APA’s Accreditation guidelines for diversity (APA, 2000a). As with many research studies, I inquired as to the demographics of the respondents. However, since I decided to take a more qualitative route with gathering information about their ethnic background, I received information that seemed more valuable than the results I gathered via testing the hypotheses.

**Cultural Climate**

The first hypothesis was both partially refuted and supported. The ACACQ was adapted from the CACQ (Helm et al., 1998), which altered the internal reliability of the measure. Although the original measure was highly reliable, the adapted version was not. The CACQ was developed to ascertain the cultural climate of an undergraduate campus, not a graduate psychology program. The difference in reliability statistics could be due to the absence of the *residence hall tension* factor. The discrepancy between the ACACQ and the CACQ could also be due to the change in the wording for each item to assess
graduate rather than undergraduate students. With extensive item analysis and pilot testing, the ACACQ could become more reliable and valid. However, item analysis of that magnitude is beyond the scope of this study.

Although the ACACQ was not highly reliable, there was a significant difference between the overall means of the White group and the Mixed Minority group. This could suggest that the students of mixed ethnic background are having different experiences at their graduate psychology program than the white students. Tukey HSD post hoc tests indicated that specific items of the ACACQ highlighted this discrepancy between the two groups. For example there was a significant difference ($p < .05$) on item 11 on the ACACQ, which was “I am comfortable being with people whose racial/ethnic backgrounds are different from my own.” The White students felt less comfortable than the Mixed Minority students in their interactions with people of different ethnic backgrounds. Many things could contribute to this finding. Perhaps Trawalter and colleagues (2009) were correct in their conclusions that majority individuals tend to experience these interactions as a threat more often than minority individuals. They argued that this threat often leads to feelings of stress, which could explain the findings of discomfort of the majority. This disparity could also be due to a sheer lack of interaction with those who are ethnically different. Dovidio, Gaertner, and Kawakami (2003), Pettigrew and Tropp (2005, 2006, 2000), Tropp and Prenovost (2007) have found that intergroup friendship can be fostered by daily interactions, which may decrease both prejudice and interethnic discomfort.

There was also a significant difference ($p < .05$) between the White and Mixed Minority groups in regard to item 21, which was “I feel I need to minimize various
characteristics of my racial/ethnic culture (e.g., language, dress) to be able to fit in at this institution.” Mixed Minority students reported feeling a greater need than White students. Researchers have looked into this pressure to conform to dominant culture. Thomas Macias (2003) conducted a study in which he wanted to examine the experience of ethnicity among third-plus generation Mexican-American professionals at the workplace. He conducted 25 interviews with the participants at a San Jose metro area. He found that the interviewees did indeed acknowledge the pressure to conform to dominant culture expectations. However the participants also acknowledged that integration into society’s professional institutions does not necessitate a need to exchange their ethnic identity for a professional identity (Macias, 2003). Like the participants in Macias’s study, the current respondents may indeed feel the need to conform, but ultimately may not actually conform. The item does not delve into whether they do conform or not.

Espoused theory vs. theory-in-use

The results did not support the hypothesis that there would be a difference between the faculty and student respondents. While, in fact, there may have been no difference, this finding could be the result of the low number of respondents. This could have contributed to the lack of effect size and statistical power. Due to the low power, the potential for detecting significant differences is low, which suggests that if there was a significant difference between the respondents, it may have been overlooked.

A closer analysis into each individual item showed some interesting results. A majority of the student respondents endorsed a neutral response to items j (46.9%), k (42.9%), and l (49.0%). These items (Appendix B) examined whether the program was making systematic, coherent, and long-term efforts to retain faculty from differing
backgrounds. This could suggest that the students may not know whether the program is making these efforts. Perhaps the results stem from a lack of action from the program or a lack of awareness of the students.

Although my hypothesis was not supported, the ADEQ, which was developed for the current study, showed a high internal consistency between the items. This suggests that the items all “hang together” and appear to be testing the same construct. This high reliability is a good beginning for the construction of the measure.

Ethnic Background

Rather than follow the conventional suit of identifying ethnicities as White, Asian, African American, and Latino, I decided to take a more qualitative route in gathering the information regarding the participants’ ethnicities. I gave the respondents the opportunity to describe their ethnic/ancestral background instead of me providing specific categories. They were informed to feel free to put in any and all ethnicities, nationalities, or ancestries that they think apply to them. Upon looking over the demographic information, I was intrigued to discover the ethnic variability of the students and faculty members who were not of a minority background. Admittingly, I came into this study with the intention of replicating a study, which looked at differences between white majority and ethnic minority students (Ancis, et al., 2000). However, because of the decision to give the option of open-ended responses, I quickly came to the conclusion that perhaps a majority/minority comparison may not have been the best course of action.

With such demographic information as “I am an American Caucasian male. I do not identify traditionally to a particular ancestral background, although I do discuss the fact that I am primarily Irish and Czech when talking to people about my background...”
and “Mixed European nationalities: 1/4 Irish, some German, etc. I don't know all the components. I am American and that is what matters to me”, coding the responses into categories proved troublesome. Martin, Krizek, Nakayama, and Bradford (1996) came across this same conundrum and decided to inquire as to how White Americans label themselves. They asked approximately 100 white college students about their preferences for ethnic labels and what these labels mean to them (Martin et al., 1996). They found that while the students consistently indentified seven labels (Anglo, Caucasian, Euro-American, European American, WASP, White, and White American), they discovered that the students were reluctant to identify these labels or to discuss the process of labeling (Martin et al., 1996). They determined that this reluctance could signify that labeling may be different for whites than for those of other ethnic backgrounds.

Limitations and implications for future research

Low sample size contributes not only to a lack of statistical power and effect size, but also to an inability to generalize to the population. This study lacks the representativeness to make it externally valid. The response rates were not representative of both this graduate psychology program and graduate psychology programs in general. Another limitation could be the construction of the ACACQ. Although the original was highly reliable, adapting the measure to assess graduate students rather than undergraduate students perhaps altered the internal consistency of the measure. The results from the ACACQ, although promising, may not be “tapping into” the same construct as the CACQ.

Future researchers may want to continue to utilize qualitative means of data collection when assessing the demographics of an individual. Open-ended questions not
only give the respondents the chance to express themselves on their terms, they also provide the researcher with more information in context.

Conclusion

The U.S. Census Bureau issued a press release in 2008 in reference to the changing makeup of our nation. According to U.S. census estimates, the population of the United States will be more ethnically diverse by midcentury (Bernstein & Edwards, 2008). More specifically, ethnic minorities are expected to become the majority by 2050 at 54%. As the nation becomes more ethnically diverse, so will educational institutions. Leaders of higher education institutions must make an effort to adjust their recruitment and retention practices for the future. In this current study I tried to determine the cultural climate of the students of a graduate psychology program. Like studies before it (Worthington, Navarro, Lowey, & Hart, 2008; Ancis et al., 2000; Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Cress & Ikeda, 2003; Hurtado, 1994), results suggested that ethnic minority students experience their educational institutions differently from the white majority students. Recruiters at higher education institutions may seek to alter their recruitment and retention practices to adhere to the impending ethnic minority population increase. Researchers have suggested that interventions tailored to ethnically diverse individuals could help with recruitment and retention (Ancis et al., 2000; and Washburn-Moses, 2007). Culturally responsive interventions for students, such as ethnic identity student organizations and student orientations could promote students’ comfort in a graduate program. Increasing students’ support structure within the program could also help them feel a sense of belonging. Perhaps Washburn-Moses (2007) said it right when she proposed that making connections with faculty
before entering a doctoral program would be helpful in fostering that support structure.

With all these interventions to choose from, I can see how it may be difficult to determine which will be the most beneficial to a higher education institution. The fact of the matter is to do something. Making an effort is better than no effort.
REFERENCES


*American Psychologist, 2*(12), 539-558.


APPENDIX A
Adapted Cultural Attitudes and Climate Questionnaire (CACQ) for Graduate Students

The questionnaire examines attitudes and beliefs about issues important to racial and ethnic diversity at your program. Your honest responses are very important in studying these issues. All responses are anonymous. Thank you for your participation.

General Instructions: Read each item carefully and check your response.

Please indicate to what degree you agree with the following statements:

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly Agree: 5
Not Applicable: NA

Racial Tension

1. There is racial conflict on campus.
   1 2 3 4 5 NA

2. There is racial/ethnic separation on campus.
   1 2 3 4 5 NA

3. There are interracial tensions in the classroom.
   1 2 3 4 5 NA

4. I have been exposed to a racist atmosphere in the classroom.
   1 2 3 4 5 NA

5. I have been exposed to a racist atmosphere outside the classroom.
   1 2 3 4 5 NA

6. Students are resentful of others whose race/ethnicity is different from their own.
   1 2 3 4 5 NA
Cross-Cultural Comfort

7. I am comfortable going to see a faculty member of my own race/ethnicity.
   1 2 3 4 5 NA

8. I am comfortable speaking with others about my racial/ethnic background.
   1 2 3 4 5 NA

9. I am comfortable being in situations where I am the only person of my racial/ethnic group.
   1 2 3 4 5 NA

10. I am comfortable saying what I think about racial/ethnic issues.
    1 2 3 4 5 NA

11. I am comfortable being with people whose racial/ethnic backgrounds are different from my own.
    1 2 3 4 5 NA

12. I am comfortable being with people whose racial/ethnic backgrounds are the same as my own.
    1 2 3 4 5 NA

Diversity Awareness

13. I now recognize culturally-based behavior I had not previously identified.
    1 2 3 4 5 NA

14. I now discuss topics related cultural awareness with friends.
    1 2 3 4 5 NA

15. I now stop myself from using language that may be offensive to others.
    1 2 3 4 5 NA

16. I now handle negative language used by another in such a way as to try to educate the other person.
    1 2 3 4 5 NA

17. I now initiate contact with people who are not of my culture or ethnic background.
    1 2 3 4 5 NA

18. My experiences since coming to this program have led me to become more understanding of racial/ethnic differences.
    1 2 3 4 5 NA
Racial Pressures

19. I feel there are expectations about my academic performance because of my race/ethnicity.
   1 2 3 4 5 NA

20. I feel pressured to participate in ethnic activities at this institution.
   1 2 3 4 5 NA

21. I feel I need to minimize various characteristics of my racial/ethnic culture (e.g.,
    language, dress) to be able to fit in at this institution.
   1 2 3 4 5 NA

22. I feel I am expected to represent my race or ethnic group in discussions in class.
   1 2 3 4 5 NA

Fair Treatment

23. Faculty treats me fairly.
   1 2 3 4 5 NA

24. Teaching assistants treat me fairly.
   1 2 3 4 5 NA

25. Students treat me fairly.
   1 2 3 4 5 NA

Faculty Racism

26. I have often been exposed to a racist atmosphere created by faculty in the classroom.
   1 2 3 4 5 NA

27. I have often been exposed to racist atmosphere created by faculty outside of the
    classroom.
   1 2 3 4 5 NA

Respect for Other Cultures

28. Faculty respect students of different racial and ethnic groups.
   1 2 3 4 5 NA

29. Students respect other students of different racial and ethnic groups.
   1 2 3 4 5 NA
30. There is a great deal of friendships between students of different racial and ethnic
groups.
   1 2 3 4 5 NA

**Lack of Support**

31. I often have difficulty getting help or support from faculty.
   1 2 3 4 5 NA

32. I often have difficulty getting help or support from students.
   1 2 3 4 5 NA

33. I often have difficulty getting help or support from teaching assistants.
   1 2 3 4 5 NA

**Comfort With Own Culture**

34. I am comfortable speaking with others about my racial/ethnic background.
   1 2 3 4 5 NA

35. I am comfortable being in a situation where I am the only person of my racial/ethnic
group.
   1 2 3 4 5 NA

**Overall Satisfaction**

36. This program provides an environment for the free and open expression of ideas,
opinions, and beliefs.
   1 2 3 4 5 NA

37. Overall, my educational experience at this program has been a rewarding one.
   1 2 3 4 5 NA

38. I would recommend this program to siblings or friends as a good place to earn a
doctorate in psychology.
   1 2 3 4 5 NA

39. The overall quality of academic programs at this program is excellent.
   1 2 3 4 5 NA

40. I feel as though I belong in this program’s community.
   1 2 3 4 5 NA
APPENDIX B

APA Accreditation Diversity Efficacy Questionnaire (ADEQ)

Please read the following excerpts from the APA accreditation guidelines for doctoral graduate programs (APA, 2008).

**Domain A: Eligibility (APA, 2008, p. 9)**

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Throughout this document, the phrase “cultural and individual diversity” refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Respect for and understanding of cultural and individual diversity is reflected in the program’s policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

**Domain D: Cultural and Individual Differences and Diversity (APA, 2008, p. 14)**

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.

2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.

**General Instructions:** Read each item carefully and check your response.

Please indicate to what degree you agree with the following statements:
a. “The program has made systematic, coherent, and long-term efforts to attract students from differing ethnic backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

b. “The program has made systematic, coherent, and long-term efforts to attract students from differing racial backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

c. “The program has made systematic, coherent, and long-term efforts to attract students from differing personal backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

d. “The program has made systematic, coherent, and long-term efforts to attract faculty from differing ethnic backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

e. “The program has made systematic, coherent, and long-term efforts to attract faculty from differing racial backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5
f. “The program has made systematic, coherent, and long-term efforts to **attract faculty** from differing **personal** backgrounds into the program.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5  

g. “The program has made systematic, coherent, and long-term efforts to **retain students** from differing **ethnic** backgrounds into the program.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5  

h. “The program has made systematic, coherent, and long-term efforts to **retain students** from differing **racial** backgrounds into the program.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5  

i. “The program has made systematic, coherent, and long-term efforts to **retain students** from differing **personal** backgrounds into the program.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5  

j. “The program has made systematic, coherent, and long-term efforts to **retain faculty** from differing **ethnic** backgrounds into the program.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5
k. “The program has made systematic, coherent, and long-term efforts to retain faculty from differing racial backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

l. “The program has made systematic, coherent, and long-term efforts to retain faculty from differing personal backgrounds into the program.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

m. “The program acts to ensure a supportive learning environment appropriate for the training of diverse individuals.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

n. “The program acts to ensure an encouraging learning environment appropriate for the training of diverse individuals.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5

o. “The program provides training opportunities for students of a wide variety of backgrounds”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5
p. “The program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5

2. Carefully read the following statements and please indicate to what degree your graduate program adheres to them.

q. “The program has a thoughtful and coherent plan to provide students with relevant knowledge about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5

r. “The program has a thoughtful and coherent plan to provide students with relevant experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5

s. “The program implements a thoughtful and coherent plan to provide students with relevant knowledge about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.”

Strongly disagree: 1  
Disagree: 2  
Neutral: 3  
Agree: 4  
Strongly agree: 5
t. “The program implements a thoughtful and coherent plan to provide students with relevant experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.”

Strongly disagree: 1
Disagree: 2
Neutral: 3
Agree: 4
Strongly agree: 5
APPENDIX C
Demographic Information Form
“Where’s the rest of me?”
Addressing ethnic diversity and cultural climate in a graduate psychology program.

Age (years): ________

Gender: ____________

Class/Personal Standing (choose one):

☐ 1st year student
1st year advanced standing
2nd year student
2nd year advanced standing
3rd year student
3rd year advanced standing
4th year student
4th year advanced standing
5th year and above
Part-time faculty
Full-time faculty

Ethnicity:

Please describe the ethnic background of yourself. This is an open-ended question, so please feel free to put in any and all ethnicities, nationalities, or ancestries that you think apply

I consider my ethnicity to be:

__________________________________________________
__________________________________________________
__________________________________________________