Faculty Comfort Level in Responding to Students Exhibiting Problems of Professional Multicultural Competence

by

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Abstract

The significance of diversity and multicultural issues is becoming more apparent with the increase in visibility of social and political events domestically and abroad. These cultural influences have a direct impact on psychology and counselor education training programs and the multicultural development of graduate students. As faculty foster students' multicultural competence, they are responsible for responding when *problems of professional multicultural competence arise (PPMCC)*. However, there has been little research directly investigating faculty's roles when responding to PPMCC despite the prevalence of encountering such issues and despite the difficulty associated with providing constructive feedback related to issues of diversity (e.g., race), especially within the context of cross-racial interactions.

This study broadly sought to investigate which individual characteristics influence faculty's comfort level in responding to students identified with PPMCC. Results indicated that faculty's age, experiences interacting with trainees identified as having problems in professional competence (TIPPC), graduate-level multicultural training, and multicultural personality traits significantly predicted faculty's comfort level. Conversely, study results did not show support for a relationship between faculty-student racial pairings and comfort level. Implications for faculty training and development are discussed.

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List of Abbreviations

TIPPC	Trainees identified as having Problems of Professional Competence
PPMCC	Problems of Professional Multicultural Competence
MC	Multicultural
APA	American Psychological Association
ACA	American Counseling Association
CACREP	Council for Accreditation of Counseling and Related Educational Programs

I. Introduction

Many people have strong beliefs when it comes to topics with an underlying diversity tone, in particular race. Such beliefs are often emotionally charged (e.g., Cardemil & Battle, 2003; Rowe, Behrens, & Leach, 1995; Utsey & Gernat, 2002) which may fuel behavioral responses (Utsey & Gernat, 2002). As a result, one must be aware of how their beliefs and emotions influence their interactions with others as this will impact relational dynamics.

The psychological field is not immune from the social and political systems as psychology is situated within the context of American culture. Psychology has an intimate relationship with society, serving communities and the public. Such social and political influences impact clients, graduate students, and faculty alike as they are extensions of society. Training programs' ability to navigate through the societal influences to foster the professional development of graduate students is a topic of interest as the United States is increasingly becoming more diverse (e.g., U.S. Census Bureau, 2011). Infusing diversity into all aspects of training and education (e.g. teaching methods, case conceptualization, supervision, research, and assessment) is the charge for training programs and helping professions in general (e.g., Carter & Qureshi, 1995) and counseling and psychology programs in particular (e.g., American Psychological Association, 2003; Neville & Carter, 2005).

Educators are tasked with training students to be multiculturally competent, which is considered a foundational competency (Rodolfa et al., 2005). However, an area that may be particularly challenging for educators when fulfilling this training objective is when issues of professional competence arise. Historically, faculty have had difficulty knowing how to respond

when students exhibit issues with professional competence (e.g., Huprich & Rudd, 2004). In using an ecological framework, which assumes behavior is influenced by various environmental systems (i.e., microsystem, mesosystem, exosystem, and macrosystem) (Forrest, Elman, & Shen-Miller, 2008), there are several and often conflicting influences that might impact faculty's responses. Faculty at the individual level may have concerns about utilizing their time, energy, and resources to respond to issues of competence (Robiner, 2008), might feel uncomfortable with confrontation, or have concerns about being perceived negatively or causing emotional pain to students (Lichtenberg et al., 2007). Additionally, faculty may fear crossing the boundary from supervision to therapy (Hoffman, Hill, Homes, & Freitas, 2005), may feel concerned about weakening the supervisory bond (Hoffman et al., 2005), or may feel unsure about how to deliver constructive feedback (Lichtenberg et al., 2007). As many as 98% of supervisors trained in doctoral-level counselor education, counseling psychology, clinical psychology programs have admitted to withholding corrective feedback from supervisees (Ladany & Melincoff, 1999). However, when feedback relates to issues of diversity (e.g., race), constructive feedback may become more difficult, especially within the context of cross-racial supervision (Burkard, Knox, Clarke, Phelps, & Inman, 2014). Additional concerns about appearing racist or offensive may be contributing factors to the hesitancy experienced when providing feedback (Constantine & Sue, 2007; Utsey, Gernat, & Hammar, 2005). This discomfort may potentially serve as a barrier to faculty and supervisors fulfilling their gatekeeping responsibilities to the profession.

Not only may faculty feel internal pressure when confronted with issues of professional competence, but there are also external factors from the systems in which faculty operate that may influence their responses. External factors, may include (but are not limited to) concerns about legal or institutional retaliation by students (Lichtenberg et al., 2007; Johnson, 2008), lack

of reliable and valid measures for assessing competence (Lichtenberg et al., 2007), pressure from administration to keep enrollment and/or tuition dollars up (Johnson, 2008), or conflict among faculty regarding how to address competency issues (Robiner, 2008).

This study aims to broadly address the question, "Which factors influence faculty's comfort level in responding to problems of professional multicultural competence?" Race was selected as the variable of interest among the many diversity factors due to its historical and social impact within American culture. There has been little research that directly investigates the intersections of race and competence issues. Even fewer studies have focused on faculty roles and behaviors when addressing competency issues and race. In reviewing the available literature, there have been two published articles (Shen-Miller, Forrest, & Burt, 2012; Shen-Miller et al., 2009) that directly investigated the intersections of diversity and competence and one article (Forrest et al., 2013) that specifically examined faculty responses to competency issues. These studies suggested several points regarding programs' responses to problematic behaviors: (a.) there are multiple factors that influence educators' responses to students exhibiting issues of professional competence, (b.) educators are unclear about how to conceptualize diversity related factors when addressing students exhibiting issues of professional competence, and (c.) faculty's responses to students exhibiting issues of professional competence both facilitate and hinder programs' abilities to effectively address competency issues. Due to the limited availability of research within this area of training and education coupled with the existing knowledge regarding faculty's responses to competency issues, further research in this area is needed.

Prevalence Rates of Trainees with Competency Issues

Training programs will at some point be faced with issues of professional competence within their student populations. Research has cited that as many as 98% of faculty can identify

at least one student exhibiting issues of professional competence (Huprich & Rudd, 2004; Shen-Miller et al., 2011). Students who exhibit competency issues not only have an impact on faculty, but also on classmates. It has been documented that 45% to as much as 85% of graduate students report being aware of at least one student with issues of professional competence in their programs (Rosenberg, Getzelman, Arcinue, & Oren, 2005; Shen-Miller et al., 2011). Professional competency issues have the potential to affect the culture and dynamics of training programs in addition to undermining the professional development of students.

Multiculturalism, an important aspect of professional competence, is broadly referred to as the consideration of many cultures (e.g., race/ethnicity, gender, age, socioeconomic status) within the practice of counseling (Leong & Wagner, 1994). Given the prevalence rates of trainees exhibiting issues of professional competence, it is difficult to assess the prevalence of competency issues related to multiculturalism due to several limitations in assessment. Assertions have been made that multicultural (MC) measures assess anticipated rather than actual MC competence (Constantine & Ladany, 2000). Therefore, it is unclear which construct of MC is being measured by existing instruments. To address concerns related to construct issues, students' MC case conceptualization has been tested to measure MC competence (Ladany, Inman, Constantine, & Hofheinz, 1997). Findings suggest that only when prompted, students are able to competently incorporate MC knowledge when formulating diagnosis and treatment plans for clients. Constantine (2001) also highlighted the limitations of assessing MC competence in her research with graduate counseling students. Students were rated on the acquisition of MC behaviors during an audiotaped intake session. Scores on MC measures did not correlate with noted MC behaviors, thus limiting the interpretation the MC surveys within the study. Research also suggests that students and practicing psychologists alike do not always engage in behaviors

that demonstrate knowledge of MC competence (Hansen et al., 2006; Sehgal et al., 2011). More research is needed in this area to document the frequency of professional competence issues related to diversity. While these statistics are not readily available, high profile cases (e.g. Augusta State University and Eastern Michigan University) provide relevant examples to consider (Kocet & Herlihy, 2014).

In looking specifically at the intersection of race and MC competence, the concept of color-blindness has provided much empirical research and expanded our understanding in this area. Color blindness, an approach to race relations, is defined as the notion that "race should not and does not matter" (Neville, Lilly, Duran, Lee, & Browne, 2000, p. 60). This approach has been used to justify the racial status quo and/or minimize racial inequalities in the United States (Neville et al., 2000), and when used to relate to others, it may perpetuate inequalities and reinforce biases. This speculation has been empirically tested in psychological research literature. As it relates to psychotherapy outcomes, Gushue (2004) found that the perception of race and color-blindness introduces bias in the diagnosis of clients of color. European American graduate students in clinical and counseling psychology programs were provided a fictional intake report and asked to offer clinical impressions with half of the reports describing a European American client and half describing an African American client (reports were identical in details except for race of client). Students rated the African American client as less symptomatic. Additionally, color-blindness moderated clinical impressions whereas students who rated the African American client as more symptomatic endorsed higher color-blindness attitudes while students who rated the African American client as less symptomatic were more aware of the existence of racism. In directly assessing color-blind attitudes of both perceived and actual MC, Neville, Spanierman, and Doan (2006) found that in a sample of mental health

workers (i.e., community center and university counseling center) and graduate students in applied counseling programs, higher endorsement of color-blind attitudes was associated with both lower perceived MC and less consideration of race and racial identity within client case conceptualization. These two studies suggest that the existence of preferential treatment and biases toward race continue to exist and impact our behavior and interactions.

Training Programs' Limitations in Multicultural Assessment

Faculty have professional and ethical obligations to ensure that students are competent to meet the needs of the public (Vasquez, 1992). To prepare students to meet the demands of a more diverse client population, it is imperative that training programs prepare students to become multiculturally (MC) competent (Constantine & Ladany, 2000). Incorporating MC models into the curriculum is a component of this training imperative (Constantine, Miville, & Kindaichi, 2008; Fouad & Arredondo, 2007). It is noted that faculty (along with supervisors, internship directors, licensing boards) find it difficult to address competency issues as they arise (Rodolfa & Schaffer, 2008). There are few conceptual models to guide the integration of cultural factors and assessment in graduate training programs (e.g., Constantine & Ladany, 2000; Liu & Clay, 2002; Neville & Mobley, 2001; Ridley et al., 1998), and those that are available have not been empirically tested (Constantine et al., 2008). Robiner (2008) stated that supervisors are often unsure about how to address competency issues which are exacerbated by the lack of established guidelines/protocols for intervening. Researchers have cited that 42-53% of graduate programs have no formal guidelines for responding to issues of professional competence (Huprich & Rudd, 2004; Vacha-Haase et al., 2004). Thus, a large percentage of training programs are lacking the necessary tools and guidance to direct their decision making when responding to competency issues.

A natural consequence regarding the lack of tools to foster MC competence is feelings of unpreparedness by educators. Training directors have verbalized these sentiments. In Shen-Miller et al.'s study (2009), training directors reported feeling inadequately prepared to address competency issues in students due to lack of a model with which to base their responses. Additionally, training directors were not able to consistently articulate their conceptualizations of the intersection of race/ethnicity and students who present with issues of competence. Given that educators have limited guidance in how to respond to problematic behaviors, especially within the context of diversity issues, investigating the attributes of the "person of the faculty" may be an important dimension to investigate. By understanding what traits, behaviors, and skills faculty may possess that facilitate students' development of MC competence, faculty training and development can be expanded and refined.

Significance of Study

Elman and Forrest (2008) noted that issues of professional competence are "impacted by and impact all components across the professional system" (p. 593). For example, professional competence may have an impact on faculty/supervisor professional functioning, policies and due process procedures and guidelines, the acceptance and enforcement of policies, public perception, and client welfare (Elman & Forrest, 2008). All training programs will experience student issues of competency at some point. Given the importance of faculty's roles in facilitating the development of students' competency, and more specifically MC competence, understanding what influences faculty's comfort level in responding to concerns of student MC competence (specifically racial diversity) is an area of interest. However, there is little research that explores such issues. This study seeks to address this gap in the field.

In exploring the impact of diversity on faculty's comfort level in responding to issues of student competence, this study will look specifically at the role of race due to its historical and current influences on American culture. Race is a powerful stimulus that impacts behavior on a conscious and unconscious level (Dovidio, Evans, & Tyler, 1986). Race affects our expectations, perceptions, behaviors, and access to resources. Such racial dynamics can be seen across several organizational systems. For example, research suggest that African American youth are up to five times more likely to be involved in the legal system (Graham & Lowery, 2004). African Americans are twice as likely to be unemployed, earn approximately 25% less compared to European Americans (Council of Economic Advisers, 1998), and are less likely to receive interviews based on their name sounding African American (National Bureau of Economic Research, 2003). Within the educational system, students of color are disproportionately suspended or expelled compared to their European American student counterparts (U.S. Department of Education Office for Civil Rights, 2014). Higher education is not immune from the influences of race. It has been documented that students have expectations of faculty competence based on racial background. For example, Littleford et al. (2010) found that students enrolled in undergraduate diversity courses expected to learn more from African American instructors who they assumed to have more expertise in diversity issues focusing on race compared to European American instructors.

Research Questions

RQ1: Do faculty's demographic traits influence their comfort level in responding to students with PPMCC and if so, to what extent?

RQ2.a.: Within the total sample, to what extent do faculty's MC personality traits influence their comfort level with responding to students with PPMCC?

RQ2.b. Does the influence of faculty's MC personality traits on comfort level differ based on faculty-student racial dyads and if so, to what extent?

RQ3: To what extent do faculty-student racial dyads influence faculty's comfort level in responding to students with PPMCC?

RQ4: To what extent does faculty training in MC issues influence their comfort level in responding to students with PPMCC?

RQ5a: Which variables best predict faculty's comfort level in responding to students with PPMCC and to what extent?

RQ5.b. Do faculty-student racial dyads moderate the effect between the predictor variables and faculty's comfort level in responding to students with PPMCC?

Definition of Terms

Trainees Identified as having problems with Professional Competence (TIPPC): Trainers, including faculty, have experienced confusion in addressing competency issues due to issues of definitional ambiguity (Gizara & Forrest, 2004). Beginning in the 1970s, the term "impairment" was commonly used to refer to problems of professional competence (Olsheski & Leech, 1996, Schwartz-Mette, 2009). However, it has since been determined to be an inappropriate and ineffective way to conceptualize and discuss such issues due to: (a) potential for legal risk as it overlaps considerably with the Americans with Disability Act (ADA) use of the term (Elman & Forrest, 2007), (b) no clear distinction between students who exhibited diminished functioning versus students who had not yet reached competency (Elman & Forrest, 2007), (c) term served the purpose of both describing behaviors that were concerning and offered a rational for behaviors (Elman & Forrest, 2007), and (d) term connotes disrespect and insensitivity toward the

person exhibiting competence issues (Elman & Forrest, 2007). Such nuances made it difficult to understand how to identify and best intervene with students.

To facilitate communication and identify a common language, the term "problems with professional competence," defined as the failure to meet expected performance benchmarks in one or more competency domains, has been proposed (Elman & Forrest, 2007). Use of this term places attention on the behavior, providing a direction for faculty to identity, assess, and respond to issues. When referring to students who exhibit problematic behaviors broadly speaking, contemporary research uses the term "trainees identified as having problems with professional competence" (TIPPC) (Forrest, Elman, & Shen-Miller, 2008). Use of this term takes into account the ecological perceptive. By incorporating the word "identified," the authors purposefully acknowledge that the views and actions considered in response to professional competence is a result of the social constructions that stem from the influence of multiple systems (e.g., individual faculty traits, program policies and culture, and social norms/expectations) along the training trajectory (Shen-Miller et al., 2012). To align with current research and professional discourse, the term TIPPC will be used.

Problems of Professional Multicultural Competence (PPMCC): This study will focus on one domain of professional competence, multiculturalism. In referring to students who exhibit "problems of professional multicultural competence," the acronym PPMCC will be used.

Race: In investigating the intersection of multiculturalism and competency, this paper will focus on race. There has been much discussion in the literature regarding the distinction between race and related constructs (e.g., culture and ethnicity) as such terms have often been used interchangeably (e.g.; Helms & Richardson, 1997; Cokley, 2007). Rather than perpetuating a false sense of biological differences among individuals, race has been understood as a social

construct (Helms, 2007). This study is based on the assumption that race has historical and political implications and that race influences relational dynamics. As such, this paper will use the following definition of race: a sociopolitical frame of reference that influence our sense of self and view of others (Helms & Cook, 1999). This definition consists of both overt behaviors and covert attitudes (Helms, 1990).

Racial Pairings: In discussing the racial makeup of training relationships, racial pairings will refer to an interaction in which the trainer (i.e., faculty and/or supervisors) and the trainee (i.e., students and/or supervisees) identify with designated racial backgrounds. *Racial match* will refer to training dyads in which faculty and students represent similar racial backgrounds. *Cross-racial* or *racial mismatch* will be used interchangeably to refer to training dyads in which faculty and students represent different racial backgrounds.

European Americans: Individuals of White/Caucasian backgrounds will be referred to as European American.

Faculty / People of Color: When discussing educators or individuals who represent backgrounds other than White/Caucasian, such persons will be referred to as Faculty / People of Color.

Faculty Responses to TIPPC: Research literature has utilized terms such as faculty feedback (Hoffman et al., 2005) and faculty behaviors (Forrest et al., 2013) to reference faculty reactions to TIPPC. Hoffman et al.'s (2005) definition of feedback was adapted to fit the context of this study and integrated with our current understanding of TIPPC. Therefore, faculty responses to TIPPC is defined as faculty's actions (displayed directly, indirectly, or not at all) that address students displaying competency issues related to their skills, attitudes, behavior, and appearance which may impact their interactions with clients and/or professional relationships.

II. Literature Review

Introduction

McConahay (1986) predicted that as society changes, the expressions of race relations and attitudes toward race will change. It has been noted that race relations impact the dynamics of the counseling process (Sue, Arredondo, & McDavis, 1992), and likewise, such influences also impact the state and culture of training programs. As such, it is the responsibility of educators to recognize and understand the social and political issues and their influences on training and program dynamics (Sue et al., 1992) when maintaining MC competence.

The significance of multiculturalism can be readily understood by its reference as the fourth force of psychology (Pederson, 1989). Given the context of the changing demographics, multiculturalism has increasing relevance to the field of psychology. During 2000-2010, records indicated there was a 9.7% population growth with the majority of the growth coming from an increase of people of color (US Census Bureau, 2011). As the United States continues to experience changes in racial diversity, academic programs will be directly influenced by these changes in an increase in client diversity. Recent data suggest that the representation of diversity among psychology graduate students has shown some increase within recent years. While graduation rates at the doctoral level of psychology programs for students of color have shown little increase since 1999 (Maton, Kohout, Wicherski, Leary, & Vinokurov, 2006), current data suggest that the racial/ethnic diversity of students has shown a slight increase since 2005 (Christidism Stamm, & Lin, 2016). However, the diversity of faculty continues to be underrepresented within psychology programs (Moradi & Neimyer, 2005; Reynolds, 2011; Maton et al., 2006). In 2011, of all faculty teaching in full-time professorship positions, 84%

identified as European American (National Center for Education Statistics, 2011). Although specific data is not accessible regarding the racial diversity of students and faculty in psychology programs, authors note that the recruitment and retention of students of color, and consequently faculty of color, may not improve unless curriculum and evaluation standards are culturally inclusive (Sue, Bingham, Porche-Burke, & Vasquez, 1999). Being mindful of the lack of diversity within psychology graduate programs and its implications for advancing a multicultural agenda would prove helpful for educators when training students in MC competence and maintaining their own MC competence. Sanchez-Hucles and Jones (2005) suggested that training programs have not made much progress in incorporating MC competence in training and practice. The lack of progress in incorporating MC philosophies into training might be due to a number of issues including lack of evidence-based models to train and assess MC competence and/or discomfort or confusion by faculty, students, and supervisors in having difficult dialogues about race. The absence of such training models that directly incorporate MC considerations may make responding to problematic behaviors more challenging.

Professional Standards and Philosophies

The importance of faculty responding to issues of professional competence is implied in several professional documents within the psychological field. Principles and standards related to gatekeeping functions are outlined in the American Psychological Association's Code of Ethics (American Psychological Association (APA), 2010), American Counseling Association Code of Ethics (American Counseling Association (ACA), 2014), philosophy of virtue ethics (Jordan & Meara, 1990), accreditation standards (Commission on Accreditation, 2013), and the Multicultural Guidelines (American Psychological Association (APA), 2003).

Ethical principles. The APA Code of Ethics is divided into Ethical Principles (aspirational in nature) and Ethical Codes (enforceable standards). The Code of Ethics outlines five ethical principles that provide a foundation by which psychologists adopt a stance toward relational interactions. The first principle, *Beneficence and Nonmaleficence,* asserts that "Psychologists strive to benefit those with whom they work and take care to do no harm," (APA, 2010, p. 3). Faculty are encouraged to be mindful of and take care of the well-being of individuals with whom they work with and work for. Faculty provide a service to students, the clients whom students work for, and the public with which the field serves. As such, providing proper education and training that promotes students' professional development is at the crux of this principle. Subsumed under this principle is adequately assessing the development of students and providing timely interventions if issues of professional competence arise (Bodner, 2012).

The second principle, *Fidelity and Responsibility,* in part overlaps with beneficence/nonmaleficence as psychologists are encouraged to "establish relationships of trust with those with whom they work." (APA, 2010, p. 3). However, the principle of fidelity and responsibility adds additional weight to the level of commitment faculty have in training students. Faculty should make it known to students that they are gatekeepers of the field and take necessary steps to prevent harm to students, clients, and the public. If faculty do not feel they have the proper knowledge or skills to carry out their gatekeeping function, seeking out and utilizing available resources (e.g., consultation) is encouraged (Jacobs et al., 2011). By exercising this level of commitment to those whom they serve, faculty are simultaneously earning, establishing, and maintaining trust with students, practicum/internship sites, clients, and the public (Jacobs et al., 2011). Faculty must also keep in mind that they serve as models to students regarding the values of the field and ethical and professional behavior.

The third principle, *Integrity*, advises psychologists to "promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology," (APA, 2010, p. 3). Psychologists are charged with living up to high standards in all aspects of their roles, including training to ensure competence. As Vasquez (1992) stated, "the strongest weapon against professional misconduct may be the education of trainees," (p. 196). Providing instruction that is up-to-date and relevant will allow students to be aware of contemporary expectations and the standard of care that is required of them in their professional roles. Additionally, there should be a level of transparency between faculty and students regarding program expectations, assessment, and potential courses of action to address student performance that falls below expectations (Bodner, 2012). Actions that are not in line with the aforementioned may compromise faculty's integrity and role as gatekeepers (Jacobs et al., 2011).

The fourth principle of *Justice* encourages psychologists to "recognize that fairness and justice entitle all persons to access and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists." (APA, 2010, p. 3). In responding to problematic behaviors, faculty are charged with adequately assessing the behavior that is of concern. In doing so, taking into account contextual factors (e.g., culture, personality, communication style, gender expression) and its influence on the manifestation of the behavior and action taken to address the behavior is required in order to be fair and just. Additionally, to be fair and just, faculty should look to include the trainee identified as having issues of professional competence (TIPPC) in the conceptualization of the issue and follow up action as deemed necessary. The intersection of diversity and issues of professional competence becomes a crucial topic of interest in light of this principle.

Psychologists are also encouraged to "respect the dignity and worth of all people, the rights of individuals to privacy, confidentiality, and self-determination" as outlined by the fifth principle of *Respect for People's Rights and Dignity* (APA, 2010, p. 4). Respecting students' rights and treating students with dignity serves to prevent undue harm. Additionally, by keeping students' welfare as the central focus, considering potential biases related to the circumstances that gave rise to the problematic behavior, the nature of their relationships to those who have an active role in the situation, and with their own comfort level in responding serves to treat students with dignity and respect. Including the student in discussions related to possible courses of action has been recommended (Jacobs et al., 2011). This course of action allows the student to exercise his/her rights while communicating to the student that faculty are treating him/her with dignity and respect. Indirectly, faculty are also treating those who interact with TIPPC (e.g., peers and clients) with respect and dignity (Jacobs et al., 2011).

Ethical codes. In addition to the Ethical Principles, there are several Ethical Codes of the American Psychological Association (APA, 2010) that warrant attention and consideration when considering faculty responses to TIPPCs. In standard 1.04, psychologists are responsible for being proactive in resolving ethical issues. Specifically, psychologists are called to act when they are aware of unethical behavior displayed by other professionals. Although the code of ethics does not address issues of competence related to trainees, this standard provides faculty with guidance on how to respond in such situations as the same standards apply to trainees (Jacobs et al., 2011). While professional and personal ethics often intertwine (Pipes, Holstein, &Aguirre, 2005), standard 2.06 directs psychologists to manage personal issues that may interfere with the professional and ethical quality of their work. As such, faculty must be knowledgeable about their attitudes, biases, and comfort level when responding to TIPPC so that such issues do not

prevent them from fulfilling their gatekeeping functions. Standard 3.04 requires psychologists to take reasonable steps to avoid harm to clients and students alike. Standard 7 specifically addresses the role of education programs and directs training programs to be transparent with students regarding the program standards and requirements, in addition to committing to the timely provision of feedback. This directly relates to faculty competence in responding to and providing feedback to TIPPC and is the crux of the gatekeeping function. Given the aforementioned ethical considerations, it should be noted that all courses of action taken by faculty in response to TIPPC should occur while maintaining students' confidentiality as highlighted by code 4.04 (APA, 2010).

The importance of attending to competency issues can also be seen within the ethical codes of other helping professions, including the American Counseling Association (ACA). The ACA Code of Ethics (ACA, 2014) is based on five professional values: promoting development across the life span, embracing and promoting diversity and multiculturalism, promoting social justice initiatives, protecting the counselor-client relationship, and practicing ethically and within one's competency. In adopting these core values, graduate programs are charged with treating students with respect through considering their developmental needs within a cultural framework. As counselors are tasked with developing a professional identity based on MC values, educators are tasked with fostering this professional development within students. The value of diversity and cultural factors are highlighted throughout the ACA code of ethics. The terms cultural, multicultural, and diversity are mentioned a total of 96 times throughout the body of the 23 page document.

Similar to the APA Code of Ethics, the ACA Code of Ethics requires educators to avoid harm to clients and trainees (A.4.a), and require faculty to provide routine evaluations to trainees

about their performance and openly communicate their methods for evaluation at the start of and during their training program (F. 6.a, F.9.a.). The ACA ethics code specifically addresses gatekeeping functions. In section F.6.b. and F.9.b., faculty are responsible for being aware of students' limitations that may hinder their development. If students have not demonstrated a level of competency in serving diverse clientele, faculty are advised to provide students with their options for addressing their limitations, document their decision making and actions, and seek consultation when needed.

As noted by both professional bodies, the APA and ACA place serious and thoughtful attention on the function of the gatekeeping role. The standards serve as guidance for professional behavior for both faculty and students. Although the standards outline practices for professionals, the standards were intentionally written to allow room for professional judgment and for applicability across contexts. Additional philosophies and guidelines aid educators in exercising their professional judgment and is discussed below.

Virtue ethics. The code of ethics (APA, 2010; ACA, 2014) provides faculty with a guide in how to approach their roles as gatekeepers. In complying with the code of ethics, which outlines the professional standards that educators need to comply with, it may prove beneficial to also reflect on the kind of person faculty want to be while performing the gatekeeper role. Jordan and Meara (1990) distinguished principle ethics (i.e., emphasis on the objective and universal principles, acts, and choices) from virtue ethics (i.e., emphasis on character development). This distinction provides a meaningful contribution to the topic of faculty and training programs' MC competence as it encourages faculty to not only think about what action to take [i.e., "What shall I do?" (Jordan & Meara, 1990, p.108)], but also what kind of educator they want to be [i.e., "Who shall I be?" (Jordan & Meara, 1990, p.108)]. This is especially

important when responding to issues of professional competence. As mentioned previously, addressing issues of competence can be uncomfortable and anxiety provoking for faculty. Anxiety may especially become more pronounced when diversity/multicultural issues (e.g., racial issues) arise (Burkard et al., 2006; Shen-Miller et al., 2009). Based on Jordan and Meara's (1990) conception of virtue ethics, it may behoove faculty to think about their personal and professional values and their impact on consequent actions. Questions to consider may include: "What kind of faculty do I want to be?" "What are the qualities of a faculty who possesses beneficence, fidelity, integrity, and/or justice?" "What purpose is my action and/or inaction serving in this situation?"

Guidelines on multiculturalism. The Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists *(*American Psychological Association (APA), 2003) provides further credence to the importance of diversity issues. The publication of the multicultural guidelines was an important step in highlighting multicultural competencies in all aspects of the work of psychologists both at the individual level and at the organizational level. At the individual level, the guidelines encourage psychologists to be culturally sensitive and responsive by being aware of how their attitudes and biases toward racially different groups might impact their interactions. Cultivating relationships based on this awareness and sensitivity is a crucial component of being a multiculturally competent educator and sets the foundation for the organizational processes to take place. At the organizational level, psychologists are encouraged to infuse multiculturalism into all aspects of education including coursework, policies, research, and academic climate.

Fouad and Arredondo (2006) reported that training programs that have an intentional and direct focus on cultural competence are in a better position to assist students in fostering cultural

competence. In furthering this idea, Fouad (2006) operationalized the recommendations of the Multicultural Guidelines by providing seven recommendations for infusing multicultural competence into training programs. Recommendations include clearly verbalizing the program's commitment to diversity, actively recruiting and retaining students and faculty of color, incorporating diversity issues into the curriculum, fostering students' knowledge, awareness, and skills in working with cultural issues, and assessing students' cultural competence on a routine basis. Faculty's commitment to these suggestions may increase the likelihood that these recommendations will be realized.

In considering multicultural education within training programs, it has been suggested that training in diversity and multiculturalism is not consistently incorporated into the curriculum despite its importance (Toia, Herron, Primavera, & Javier, 1997). After conducting a literature review, Toia et al. (1997) outlined the following observations from psychology programs: limited practicum experiences with diverse racial/ethnic clients, low representation of faculty and students of color, and lack of a structured plan to assess and ensure MC competence. Additionally, in their study, Toia et al. (1997) surveyed students and training directors from clinical psychology doctoral programs about their opinions regarding ethnic minority content in their respective training programs. Results indicated that although training directors believe ethnic training is important, it is to a lesser degree than students' beliefs regarding the importance of ethnic training. In looking further, students of color believed ethnic training was more important than European American students. Students (both students of color and European American students) and training directors scored their programs as low in effectiveness regarding their ethnic training. Such differences in the evaluation of MC training may hinder training

program's ability to foster MC development of its students. Additionally, such differences may hinder the fields of counseling and psychology in realizing Fouad's (2006) recommendations.

Accreditation. Attending to issues of diversity in training programs is also outlined in the standards for APA accreditation for psychology programs (Commission on Accreditation, 2013). In Domain D of the accreditation standards, graduate programs are called to be attentive to how they teach cultural issues that are relevant to the science and practice of the profession. As such, programs are also required to provide evidence regarding how they have incorporated diversity issues into the curriculum (APA, 2010).

Similarly, the accrediting body for counselor education programs, the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009), provides guidance in how to incorporate diversity issues into training programs. CACREP accreditation standards require counselor education programs to provide a course that includes social and cultural diversity content. The standards further the importance of diversity by requiring programs to infuse diversity and advocacy into each practice course (e.g., addictions, mental health, and prevention). The standards are clear that programs should provide courses that includes "attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students 'understanding of self and culturally diverse clients" (CACREP, 2009, II.G.2.b.).

The codes of ethics and accrediting bodies across graduate counseling programs provide a convergence of evidence that diversity factors are valued within the mental health profession. Considering the role of diversity and multiculturalism when educating students is especially important. Recruiting, retaining, and supporting students from diverse racial backgrounds have been emphasized by researchers to fulfill psychology's mission of diversifying the profession in

an effort to meet the diverse needs of the public (Maton et al., 2006). These efforts continue to be of importance as students of color are not well represented in psychology programs compared to their representation in the United States (Maton et al., 2006). This translates to lack of representation of faculty of color in psychology programs. To explain these observations, researchers have suggested that organizational biases may play a role in the pipeline of students in higher education to the professorship (Miller, 2008). For example, in a study conducted by Cook and Helms (1988), they found that race appeared to be a strong factor in the differential treatment of supervisees by supervisors. As such, educators' awareness of biases at the individual and organizational level is crucial to cultivating and promoting an environment of cultural sensitivity and responsiveness. Educators play a critical role in meeting this goal.

Teaching Multicultural Competence

Based on the work of Sue, Arredondo, and McDavis (1992), becoming multiculturally (MC) competent has been defined as the acquisition of knowledge concerning one's own cultural group and the cultural groups of others, implementing skills that are culturally responsive when interacting with culturally different groups, and an awareness of one's own attitudes and biases and its impact on relational dynamics. This model has historically served as the foundation for graduate multicultural training with some authors suggesting that multicultural competence is just as important as ethics (Demer, Thomas, & Hill, 2011).

Despite its importance, previous writers (Gloria, Rieckmann, & Rush, 2000; Mildred & Zunga, 2004; Reynolds, 2011; Sammons & Speight, 2008) have suggested that it can be challenging to teach and foster multicultural competence for a number of reasons including the following: matching course content to students' varying levels of multicultural competence, the activation of strong emotional responses from students, student resistance, and differing levels of

comfort from faculty in attending to the class dynamics. Reynolds (2011) reported that although most faculty believed their graduate students responded favorably to MC course content, students' responses varied depending on the who provided the feedback. In a qualitative study, Reynolds (2011) asked faculty from several psychology programs (i.e., clinical, counseling, and combined clinical/counseling programs) and who identified with various racial backgrounds about their experiences with teaching MC courses. Faculty reported that students received the MC content differently. For example, European American students were observed to be somewhat resistant to exploring their attitudes and biases and were uncomfortable and defensive with discussing racism and oppression. African American students were observed by faculty as feeling like the "resource person," feeling pressure (whether welcomed or unwelcomed) to speak for a racial group. Additionally, faculty reported they were received differently by European American students compared to students of color, citing that some students were more critical and distrusting of them. Further analysis regarding the influence of racial dynamics between faculty and students in MC courses is limited as the study did not directly assess the influence of faculty's racial backgrounds on students' responses to MC material.

In investigating the role of faculty's racial backgrounds on students experiences of MC courses, Jones and colleagues (2013) reported that faculty of color have different teaching experiences compared to European faculty when race is a topic of the course. Particularly, faculty of color discussed being the targets of hostility as undergraduate students challenged them when discussing race and racial oppression (Jones, Sander, & Booker, 2013). Diversity content and racial background of faculty appear to influence students' and faculty's experiences and reactions to multicultural content (Constantine et al., 2008; Gloria, Rieckmann, & Rush, 2000; Reynolds, 2011). To address this, Utsey, Gernat, and Hammer (2005) recommended that

awareness of race and racial identity should be infused into the curriculum instead of relying on a single diversity course to train students in multicultural competence.

Critical Race Theory

Given the differential experiences of faculty of color and students of color in training, race is an influential factor that affects how individuals interact with one another. Critical race theory (CRT) assumes that "race is a social construction, race permeates all aspects of social life, and race-based ideology is threaded throughout society," (Otiz and Jani, 2010, p. 176) and is posited on the notion that race plays a role in the inequalities observed in society (Ladson-Billings & Tate, 1995). Racial differences can be felt on an individual and institutional level and can serve as a barrier for students of color to achieve. In one qualitative study in which faculty were provided the picture of either a European American or an African American student graduating from college, most faculty were supportive and celebrated the achievements of the students with faculty being slightly more supportive of the European American student (76%) than the African American student (71%). Although most faculty responses were positive, a subset of responses exhibited color blind attitudes (e.g., "The focus of his race is not important to me") and racially biased responses (e.g., "Assuming that no academic concessions were made so that he got his degree more easily than his classmates, I applaud his success.") (Comeaux, 2013). This study illustrates that race serves as a stimulus for which stereotypes and biases are activated and can have an impact on how faculty perceive and interact with students. CRT suggests that racial dynamics has an impact on relationships as it affects the perceptions, attitudes, and beliefs of individuals specifically and impacts policies, practices, and structures of culture in general (Ortiz & Jani, 2010). How race may impact counseling training programs, faculty-student

interactions, and faculty responses to professional competence issues is not well understood and has not been extensively investigated. This study seeks to further explore this topic.

Faculty Responses to Trainees Identified as having Problems with Professional Competence (TIPPC)

As faculty consider ways to assess and respond to issues of professional competence, it is noted that there are presently no universal guidelines to assess students for professional suitability, character, and fitness (Bemak, Epp, & Keys, 1999; Johnson & Campbell, 2004). Therefore, there is wide variability in how faculty and training programs identify and respond to issues of professional competence. Given the variability in responses, it has been noted that faculty often do not engage in consultation (Vacha-Haase et al., 2004) although it is recommended by ACA (ACA, 2014: codes C.2.e.; F.6.b., F.9.a., F.9.b.) and APA (APA, 2010: code 2.06) to do so when conflict arises during the execution one's professional responsibilities. Vacha-Haase and colleagues (2004) noted in their study that 83% of training directors from clinical, counseling, and school psychology programs did not consult with other training programs while 92% did not consult with APA for recommendation regarding remediation plans. Given the rates by which trainers do not engage in consultation coupled with the absence of universal guidelines, it appears that faculty are functioning as gatekeepers with either little resources to access or are not accessing the resources that are available. In light of these observations, faculty may rely on past experiences and working knowledge of professional responsibilities to guide their responses to TIPPC. Documented responses to TIPPC have included but are not limited to remediation plans that may include directive action such as therapy (Forrest, Elman, Gizara, & Vacha-Haase, 1999), increased supervision, reenrollment in course work, responding indirectly to students (e.g., waiting for the student to bring up concerns) (Hoffman et al., 2005), termination from the program, or declining to respond to students'

problematic behaviors (Hoffman et al., 2005). Understanding the personal characteristics of faculty may be an important topic of interest given the variability of faculty responses and given the lack of research on faculty responses and traits (Forrest et al., 2013).

Shen-Miller et al. (2009) began to explore the intersection of diversity and competency issues as there was limited research previously addressing this issue. In his qualitative study, training directors (TD) who were members of the Council of Counseling Psychology Training Programs (CCPT) answered questions about how diversity factors such as race/ethnicity and gender may impact their responses to TIPPC. Their responses suggested that training directors were inconsistent in their considerations of diversity factors. For example, none of the TDs in this study referenced the literature or frameworks with which to work with TIPPC, all cases of TIPPC focused on students of color and excluded European American students, and all cases referencing TIPPC and racial considerations were discussed by European American male TDs. In addition, it appeared that training directors were less clear about how racial/ethnic factors may be considered when responding to TIPPC compared to gender factors despite the fact that they referenced more issues pertaining to racial/ethnic diversity. The authors proposed that this discrepancy may, in part, be due to lack of research in the area of diversity and competence for TDs to draw from, lack of representation of faculty of color in training programs who may bring diverse perspective to such issues, heightened emotional reactivity to racial/ethnic issues, and cohort differences related to training in multicultural issues.

In a follow up study, Shen-Miller et al. (2012) qualitatively investigated TDs and faculty's perceptions of both interpersonal and organizational factors that impact programs' attention to the intersection of diversity and TIPPC. Factors that facilitated faculty's commitment to attending to diversity and TIPPC included the training program's and university's

commitment to attending to diversity issues and promoting diversity among the student and faculty populations. Factors that hindered their comfort in attending to diversity and TIPPC included underrepresentation of diverse faculty, unresolved conflicts with diversity and TIPPC (e.g., differing commitments to diversity issues), differing levels of multicultural training and competence among faculty, program norms characterized by ascribing to stereotypes/biases, and avoidance of addressing issues. In addition, the university culture (e.g., lack of diversity initiatives and efforts) was cited as having an impact on faculty's comfort level with responding to diversity and TIPPC. Further, the authors noted that educators who endorsed negative reactions to addressing diversity and competency issues identified as European American or were describing reactions of faculty who were European American.

Although Shen-Miller et al. (2012) included multiple examples of diversity (e.g., race, gender, and social class) in their questioning of participants, what is of interest is that most participants described experiences in which race and ethnicity was the focus of attention. Additionally, most faculty and TDs described incidents that involved a student of color experiencing issues with competency. This finding begs the question as to whether there is unconscious bias at play when faculty recognize and respond to TIPPC (Shen-Miller et al., 2012). Another possible explanation to these findings is the structure of the questions. Based on the interview guide provided by the authors, the interviewers may have primed participants to think about race/ethnicity as their questions listed race/ethnicity first when providing examples of diversity factors. Therefore, it is unclear whether the attention to race is due to biases or priming effects.

Forrest and colleagues (2013) added to this area of research by gathering TD's perceptions of faculty responses to TIPPC. In a sample consisting of TDs from clinical

psychology, counseling psychology, school psychology, and combined programs, on average, TDs reported that 75% (range 30-100%) of faculty had good to excellent skills in managing issues of competence. TDs who reported effective program management of TIPPC cited the following individual faculty characteristics as facilitating successful management: awareness of program policy and ethical standards, openness to engaging in difficult conversations/difficult decisions, skilled in deferring judgments and active listening, and respect for students' and colleagues' perspectives. Program characteristics (i.e., faculty education and training, commitment to working as a group, ongoing conversations about student development, early intervention, and documentation) were also identified as facilitating successful management. Conversely, training directors reported that on average, 18% of faculty (range 0%-70%) displayed poor skills in managing issues of competence. Unsuccessful management strategies included faculty responses demonstrating avoidance, fear of negative consequences, and instigating conflict with students. Program culture (e.g., individualistic attitudes and lack of organizational policies) also contributed to ineffective responses. Concerning the intersection of competency and diversity, successful management of professional competence issues consisted of programs that were purposeful about responding to cultural and language barriers (especially when interacting with international students) and unintentional racism. Specifically, the authors noted that training directors were mindful about ignoring competency issues as a result of misinterpreting the situation or fearing being labeled as disrespectful of cultural differences when interacting with racially different students. Within programs that had difficulty responding to professional competency, training directors reported having concerns about faculty's multicultural competence. Faculty who exhibited cultural insensitivity and resistance in

discussing influences of diversity on their interactions with faculty and students were specifically cited.

Forrest and colleagues (2013) were the first to explore faculty responses to TIPPC. However, this study is limited in that it did not directly assess faculty responses when addressing TIPPC. Rather, faculty responses were studied by proxy through training directors' perceptions. In addition, the study was retrospective in nature and is subject to validity issues related to training director' biases and memory recall.

Faculty Competence and Development

As demonstrated by the professional standards outlined in the ethical codes, accrediting bodies, and professional guidelines and philosophies, the psychological field has a vested interest and responsibility in student development as it directly relates to client care. Faculty are among the first to guide and foster the professional development of students. In addition to instruction, faculty assume the roles of advisors, evaluators, models of professional behavior, and gatekeepers to the field. It has been noted that faculty are responsible for creating a culture of competence and are in a prime position to have a direct influence on student development (Demer, Thomas, & Hill, 2011). Based on the review of relevant literature, there is a dearth of research directly investigating faculty competence in general, and more specifically, faculty multicultural competence. What is known is that faculty who are invested in cultivating competency in multiculturalism should become aware of how their cultural identity, power dynamics, unconscious biases, and unintentional racism may impact their interactions with students, evaluations, and subsequent responses to TIPPC (Kaslow et al., 2007; Rust, Raskin, & Hill, 2013).

In discussing the components of competence as they relate to professional practice, Pope and Brown (1996) distinguish between intellectual competence and emotional competence, suggesting that emotional competence, or "the ability to emotionally contain and tolerate clinical material that emerge in the course of providing services" (p. 132), is more difficult to develop than intellectual competence, or "acquiring knowledge, consumption, and assimilation of empirical research and the ability to conceptualize problems and solutions while recognizing the boundaries of one's one knowledge" (p. 132). Responding to TIPPC requires faculty to possess both emotional and intellectual competence in order to enhance growth, build character, and facilitate the professional development of students.

Despite the limited research on faculty training and development, Miller and Anderson (2003) provide an example of the widespread impact faculty development can have on a training program. The authors designed a faculty development program to address the need of treating substance abuse disorders in mainstream health organizations. Over the course of 4 years and at 10 year follow up, the authors reported that not only did the program produce the intended benefits related to faculty development (i.e., faculty maintained an interest in addictions research), there was also a positive impact on students (i.e., increase in theses/dissertations related to addictions, increase in self-efficacy to assess and treat disorders, doubling of clients with substance use disorders on clinical caseload), and colleagues (i.e., increase in collaborations in addictions research and offerings of specialty courses). Although there were a number of limitations to the evaluation of the program (e.g., lack of a comparison group to rule out confounding variables) this example provides an illustration of the potential impact of faculty development on training. As suggested by Miller and Anderson's (2003) study, investing in the MC development of faculty can potentially have a significant influence on not only the education

and professional development of students, but also on the professional development and interests of other faculty, program outcomes, and organizational structures. Providing resources to increase our understanding of faculty MC competence and development through research is needed.

Multicultural Personality

Given the issues with the assessment of MC competence, the field is beginning to attend more to the development of MC orientation which is understood as a way of being with others rooted in sensitivity and humility rather than skill acquisition (Owen, Tao, Leach, & Rodolfa, 2011). As faculty interact with students from various cultural backgrounds, a level of MC sensitivity and effectiveness is required. As people engage in cultural exchanges, the term multicultural (MC) effectiveness has been cited in the literature as an important dimension to consider and is understood as "success in the fields of professional effectiveness, personal adjustment, and intercultural interactions," (Van Der Zee & Van Oudenhoven, 2000, p. 293). Personality is understood to be a factor that influences MC effectiveness and cultural interactions (Van der Zee, Van Oudenhoven, Ponterotto, & Fietzer, 2013). Responses to cultural content and exchanges are influenced by one's perceptions of a given situation, and these perceptions are hypothesized to by a function of personality (Van der Zee & Oudenhoven, 2004). The construct MC personality was conceived to refer to specific personality traits that more likely result in MC effectiveness (Van der Zee et al., 2013; Van Der Zee & Van Oudenhoven, 2000). MC personality has been conceptualized along five dimensions: cultural empathy (i.e., the ability to empathize with a person from a different cultural background), open-mindedness (i.e., the ability to have an open, unbiased perspective toward persons from different cultural backgrounds), emotional stability (i.e., the ability to remain calm in stressful situations), social initiative (i.e., the ability to

take the lead in social situations), and flexibility (i.e., the ability to adjust to challenges) (Van Der Zee & Van Oudenhoven, 2000, 2001). As such, an individual is perceived to have a MC personality when they are able to portray cultural sensitivity, have an open stance toward cultural differences, be able to regulate their emotions in the face of difficult situations, and is able to confront and adapt to challenges. In one study looking at Dutch students' perceptions of cultural interactions, students who endorsed higher MC personality traits perceived hypothetical cultural interactions as safer and less threatening compared to students who endorsed fewer MC personality traits (Van der Zee, Van Oudenhoven, & Grijs, 2004). MC personality has also been shown to correlate with involvement in MC activities (Van der Zee & Van Oudenhoven, 2000), adaptation to MC environments, vocational interests, behavioral indicators of competency (e.g., decisiveness, flexibility, leadership, and analyzing problems) (Van der Zee, Zaal, & Piekstra, 2003), and dimensions of psychological well-being (Ponterotto et al., 2007).

It should be noted that the concept of MC personality was conceptualized with international workers, international students, and expatriates in mind (Van der Zee & Brinkmann, 2004; Van der Zee & Van Oudenhoven, 2000). However, MC personality is relevant to faculty's roles and responsibilities as they are working within the context of a MC educational setting. It should also be noted that the endorsement of MC personality is speculated to be influenced by social desirability (Van der Zee & Brinkmann, 2004; Van der Zee & Ouvenhoven, 2000) and should be considered within the context of its limitations. In light of these limitations, the concept of MC personality provides a meaningful contribution to the study of MC competence. Understanding individual characteristics that may predict behavioral responses to professional MC competence issues will assist training programs in refining training and assessment procedures.

Supervision

Faculty and supervisor roles overlap considerably in that both have a vested interest in the training of students, foster student development, have an evaluative role regarding students' performance, and share the same gatekeeping functions as they pertain to professional competence. Therefore, the supervision literature is a fitting analog in conceptualizing the proposed study given the dearth of information regarding faculty multicultural competence.

Bernard and Goodyear (1998) defined supervision as an "evaluative relationship between a senior and junior member of the counseling profession whose purpose is to enhance the professional functioning of the supervisee" (p. 4). As supervisors guide supervisees' development and clinical skills, it has been noted that supervisors are responsible for fostering a training environment that will facilitate supervisee learning, skill acquisition, and professional behavior (Vasquez, 1992). Given the changing demographics of the United States, the function of supervision is taking on an increasingly important role in training students to be prepared to meet the needs of a more diverse population.

MC supervision and outcome. Multicultural supervision is defined as supervision in which supervisors and supervisees are aware of and work to attend to the cultural factors that impact psychotherapy with clients (Leong & Wagner, 1994). Multicultural competence has been thought of as a philosophical stance in which awareness and attendance to diversity factors such as race are infused into interaction with others (Helms & Richardson, 1997). Discussion of multicultural issues within supervision is an important aspect of a student's professional development (Brown & Landrum-Brown, 1995; Burkard et al., 2006; Constantine, 1997; Ladany et al., 1997). Such discussions may be particularly salient for students of color as their

developmental needs include the integration of their racial and ethnic identity with their professional identity (Burkard et al., 2006; Vasquez & McKinley, 1982).

It has been suggested that incorporating discussions of MC issues in supervision is associated with the cultivation of supervisees' awareness and skills in clinical work and the cultivation of the supervision relationship (Burkard et al., 2006). Supervision focused on MC issues was related to increased satisfaction with the supervisory relationship (Gatmon et al., 2001), higher self-efficacy in students' ability to integrate MC issues into case conceptualization (Ladany, Constantine, Inman, & Hofheinz, 1997), and increased personal awareness (Toporek Ortega-Villalobos, & Pope-Davis, 2004). Supervisees also rated their MC competence higher when cultural issues were discussed in supervision (Constantine, 2001).

Development of MC competent supervisors. Constantine and Sue (2007) assert that in order to fulfill the supervisory role of promoting multicultural competence, supervisors should foster a safe supervision environment in which racial and cultural dynamics and issues can be addressed, explored, and processed openly. Despite being tasked with this responsibility, it has been suggested that diversity topics such as race can be difficult for European Americans in supervisory relationships (Constantine & Sue, 2007; Utsey et al., 2005). It is recognized that supervisors have limited training experiences when learning how to become a supervisor (Falendar, Burns, & Ellis, 2013; Westefeld & Rasmussen, 2013) and even less training in learning about multicultural supervision (Midgette & Meggert, 1991; Priest, 1994; Ancis & Marshall, 2010; Westefeld & Rasmussen, 2013). In attempting to provide insight regarding training needs of multicultural supervisors, Priest (1994) conducted preliminary research to outline the developmental stages of supervisors who are learning to become aware of and attend to cultural factors that impact supervision. The first stage is a denial that cultural differences

influence supervision (e.g. "I treat all students the same," Priest, 1994, p. 156). The second stage is characterized by acknowledging cultural differences yet having little knowledge and skills about how to incorporate differences into supervision. In stage three, supervisors begin to distinguish between differences and similarities among cultures and how that may influence the supervisory relationship. In stage four, the supervisor begins to understand themselves as a cultural being and how that awareness may shape supervision. A supervisor has reached stage five when he/she can begin to recognize how to facilitate the supervision process through interventions that assist the supervisee in learning about multiculturalism. In the final stage, the supervisor has more flexibility in how to use methods and interventions to facilitate supervisee's MC competence while also being respectful of the culture and frame of reference. It is possible to be in more than one stage at a given point in time.

The aforementioned model may prove useful for supervisors as there is greater likelihood that issues of diversity will need to be attended to within the supervisor-supervisee-client triad (Constantine & Sue, 2007; Toporek, Ortega-Villalobos, & Pope-Davis, 2004). As such, supervisors' comfort level in attending to diversity issues is an important aspect of becoming multiculturally competent. Knowing how to become more comfortable may be challenging as there are few supervision models that directly discuss how to integrate diversity issues within the supervision interaction (Constantine et al., 2008). To manage anxiety, some supervisors may use a color blind approach to supervision (Neville, Spanierman, & Doan, 2006; Shen-Miller et al., 2009). Adopting a color blind approach to interactions with students and trainees may have harmful effects on their development and for the supervisors' development, especially in cross-cultural interactions (e.g., Constantine & Sue, 2007; McDowell & Jeris, 2004). Researchers have observed that supervisors who are unaware of their biases regarding race and other diversity

factors may unknowingly facilitate supervisees' reluctance to attend to their own biases (e.g., Ancis & Ladany, 2001; Constantine and Sue, 2007; Constantine, 1997) and may foster mistrust in the supervisory relationship, particularly with European American supervisors and African American supervisees (Terrell & Terrell, 1984).

By endorsing (whether conscious or unconscious) a color-blind approach, cultural factors within training relationships are minimized. This may serve as an oppressive interaction for supervisees (and clients by proxy of supervisees) who inherently have less power (Helms & Cook, 1999; Lappin & Hardy, 1997). An example of this silencing can be seen in a study conducted by Constantine (1997). In exploring the dynamics of MC supervision among supervisors and predoctoral interns, Constantine found that although supervisors verbalized interest in being more involved in MC supervision (e.g., having more clients of color for interns and processing racial differences in the supervisory relationship), approximately 40% of the interns reported that supervisors appeared to be reluctant to discuss multicultural issues in supervision. Behavioral indicators of what interns meant by supervisors appearing "reluctant" was not provided. Despite this limitation, an implication of this study is that although supervisors in Constantine's study wanted to discuss diversity and multicultural issues, it appears that they were unsure about how to broach the subject.

Supervisor feedback. Supervisor feedback serves a crucial role in fostering supervisee development. As defined by Hoffman et al. (2005), feedback, provided directly or indirectly, is "information that supervisors communicate to their supervisees about aspects of their skills, attitudes, behavior, and appearance that may influence their performance with clients or affect the supervisory relationship" (p. 3). Thus, feedback serves two main functions: (a) providing information and (b) exerting influence (Clairborn & Goodyear, 2005).

Anxiety plays a significant role for educators and supervisors alike when providing feedback and can easily be seen from what has been referred to as the "hot potato" phenomena. Johnson (2008) coined the term to describe students who are allowed to progress to the next training milestone despite observed issues of professional competence with hopes that the next training authority (e.g., faculty and supervisors) will address the issue. During his professional tenure, Johnson noted through observations and scholarly writings that there is a lack of systematic evaluations across training bodies to adequately assess competence (or lack of competence). The implications for the lack of systematic evaluations from educators and supervisors can be understood by the reports of disciplinary actions to the Association of State and Provincial Psychology Board (ASPPB). Per ASPPB's records, out of the 4008 reports they have received within the past 39 years, incompetence and inadequate supervision were listed as the 8th and 9th top reasons for disciplinary reports (ASPPB, 2013). These numbers suggest that some students have likely progressed through their respective training programs lacking adequate supervision which may have stunted their professional growth. The difficulties in adequately addressing competencies not only undermines the development of the student, it also undermines the roles of the training bodies as a collective whole in ensuring students have reached a level of competence to practice.

To foster a supervisory experience that is optimally useful and growth enhancing for students, the following factors have been suggested as useful ingredients for supervision: establishing a supervisory relationship (Chur-Hansen & McLean, 2006; Hoffman, et al., 2005), building trust (Chur-Hansen & McLean, 2006), and having mutual expectations regarding willingness to engage in open and direct communication (Chur-Hansen & McLean, 2006) Although these factors have been shown to be useful in supervision, research suggests that open

communication may occur less frequently. The extent of nondisclosure on the part of supervisors is particularly noteworthy. Ladany and Melincoff (1999) found that 98% of supervisors withheld feedback from their supervisees. The most common type of nondisclosure of supervisors included negative reactions to trainees' clinical and professional performance, supervisor personal issues, and negative reaction to supervisees' behavior in supervision.

Based on these findings, it is important to understand how faculty navigate their decisions to provide feedback. Hoffman and colleagues (2005) conducted a qualitative study to explore the process of providing feedback by asking 15 supervisors of pre-doctoral interns in university counseling centers about their process of providing feedback. The characteristics of the supervisor, supervisee, and nature of the presenting concern appeared to determine whether feedback was provided and how it was provided in supervision. Supervisors within this study believed it was easier to provide feedback about clinical issues versus issues related to supervisees' personality/professional behavior and the supervisory relationship. They also found it easier to provide feedback when the behavior was directly observed, specific to a situation, and straightforward.

Multicultural feedback in cross-racial supervision. Within the context of cross-racial supervision relationships, providing feedback may provoke more anxiety for the supervisor, especially when attending to multicultural content (Burkard et al., 2014; Burkard et al., 2006). In a qualitative study that examined supervisors' experiences of providing feedback in cross-racial supervisory relationships, European American supervisors and supervisors of color both reported that providing feedback that addressed MC issues was uncomfortable (Burkard et al., 2014). Interestingly, each group of supervisors reported different outcomes when providing feedback. European American supervisors reported that feedback typically led to positive outcomes (e.g.,

supervisee engagement) while supervisors of color reported negative outcomes (e.g., withdrawal and dismissiveness by supervisees). While these results should be considered within the context of its limitations (e.g., small sample size, assessment of supervisor competence and multicultural competence was not conducted, and potentially masked patterns in grouping supervisors of color), it is one of the first studies to directly assess supervisors' experiences with responding to MC content in cross-racial interactions.

Students' perspectives of cross-racial supervision. Within the context of cross-racial supervisory relationships, supervisees notice how supervisors respond to cultural content. Burkard and colleagues (2006) sought to qualitatively understand supervisees' perspectives of supervisors' cultural responsiveness. In analyzing supervisees' experiences of supervision, Burkard and colleagues noticed that all supervisees of color experienced a culturally unresponsive event (compared to approximately 60 % of European American students) with many being able to recall more than one unresponsive event. Although it was noted by the authors that students of color may be more sensitive to cultural issues due to the possible lived experiences of racism and discrimination, it was noted that perceived unresponsiveness of the supervisors led to feelings of frustration, disappointment, and anger for students. Additionally, students of color more often recalled experiences in which European American supervisors mismanaged cultural concerns through either dismissal of or ignoring cultural content. These results echo the findings of Constantine and Sue's (2007) work. In a qualitative study exploring African American clinical psychology doctoral students' perceptions of micro aggressions in supervision, Constantine and Sue (2007) found that African American students experienced European American supervisors as dismissive or avoidant of racial/cultural issues in supervision, were observed to hold stereotypes toward African American clients, and were hesitant to provide

students feedback regarding clinical skills. Similarly, students in this study reported feeling frustrated when racial or other cultural issues were not discussed in supervision.

The aforementioned studies represent missed opportunities by supervisors to attend to diversity issues, leaving students feeling invalidated. As suggested by Burkard et al.'s study (2006), both European American and students of color report positive supervisory experiences when cultural issues are addressed as their awareness is heightened, they report positive impact on clinical outcomes with clients, and are ultimately more satisfied with supervision. When cultural issues are not addressed, students reported less satisfaction with their supervision experiences.

Supervisees' experience of feedback. The supervisory relationship requires active participation from both the supervisor and supervisee. Yet, it appears that supervisees feel discomfort in providing feedback to their supervisors as it relates to interpersonal dynamics, including MC related feedback. In a study investigating supervisees' experiences with providing feedback to their supervisors, students often chose to withhold information with approximately 97% of students engaging in nondisclosure (approximately 8 nondisclosures per student) (Ladany, Hill, Corbett, & Nutt, 1996). Most students (90%) were able to recall at least one nondisclosure related to negative reactions to their supervisor, including inattention to racial and cultural issues. Although the percentage of nondisclosures directly related to supervisors who were inattentive to racial and cultural issues were not provided, it is interesting to note that supervisees who reported lower satisfaction with supervision had more nondisclosures related to negative reactions toward their supervisors. Additionally, supervisees who were less satisfied with supervision more often attributed a poor supervisory alliance, supervisor incompetence, and

"political suicide" as reasons for nondisclosure compared to students who were more satisfied with supervision.

There is evidence to suggest that satisfaction with supervision may in part be affected by racial differences. Vanderkolk (1974) noted that African American supervisees had lower expectations regarding the quality of their supervision with European American supervisors compared to their European American student counterparts. Specifically, African American supervisees expected less empathy, respect, and congruence with supervisors. These results remained significant after controlling for personality and values. Given the time period with which this study was conducted, this finding raises questions regarding how race relations of the time period may have impacted the findings.

Approximately 30 years later, students of color continue to have expectations about working with supervisors of European American backgrounds. In a more recent study, Burkard et al. (2006) found complementary findings to Vanderkolk's study. Students reported feeling surprised when cultural issues were attended to by their supervisors (Burkard et al., 2006). It has been documented that students of color experience more negative events in supervision compared to their European American counterparts. For example, Wong, Wong, and Ishiyama (2013) estimated that students of color experience 6 positive events and 7.6 negative events with their supervisors during their training experiences. Negative experiences were largely related to lack of MC competence of the supervisors, who were described as being unprofessional, judgmental, and ascribed to stereotypes of people of color. Within the context of responding to problematic behaviors, Swann (2003) noted that students of color, more so than European American students, perceived faculty to be less supportive when addressing competence issues related to race. Although the above studies are retrospective in nature, which introduces bias in

memory and recall, these studies provide insight into students' experiences of attending to cultural issues in supervision.

It is noteworthy that the proportion of supervisees who engage in nondisclosure (97%; citation) has been found to be nearly identical to Ladany and Melincoff's (1999) study of supervisors (98%) who engage in nondisclosure. The most common type of nondisclosure (endorsed by 74% of supervisors) pertained to negative feedback concerning students' counseling/professional performance. Although a thorough description of what this type of nondisclosure entailed was not provided, examples included supervisees talking down to clients and supervisees utilizing a personal agenda that impeded the therapeutic process. Additionally, supervisors' reasons for nondisclosure are strikingly similar to the reasons that supervisees felt uncomfortable with providing feedback. Supervisors were concerned about disrupting the therapeutic relationship (Hoffman et al., 2005; Ladany & Melincrofft, 1999) and about supervisees having negative reactions to feedback (Ladany & Melincrofft, 1999). Additional concerns with providing feedback included the following: (a) pressure from outside sources (e.g., culture of counseling setting) (Hoffman et al., 2005), (b) timing of feedback (Ladany & Melincroft, 1999), (c) personal difficulty with providing feedback (e.g., providing feedback was perceived as being impolite by supervisors and concerns of pushing an agenda on the supervisee) (Hoffman et al., 2005), and (d) uncertainty about the accuracy of the feedback (Ladany & Melincroft, 1999). In part, supervisors are concerned about the impact feedback would have on their supervisees. Additional concerns regarding feedback appear to relate to personal factors of the supervisor and organizational issues of the work setting. Although it is unclear whether supervisor nondisclosure influences supervisee nondisclosure or vice versa, it is apparent that such behavior is being mirrored within the supervisory relationship. The prevalence of

nondisclosure for both supervisors and supervisees is concerning. As Ladany and Melincrofft (1999) postulated, one of the implications is that engaging in nondisclosure may impact supervisees' learning. To further expand on this implication, supervisors may potentially be modeling and reinforcing the use of nondisclosures to students, which may compromise their professional development and ultimately client care.

Summary

Faculty take on many roles in the training and development of students. One role that is less understood is the role of responding to problems of professional competence. Faculty at some point in their careers will likely interact with a trainee identified as having problems of professional competence (TIPPC). Consistent with the ecological framework, research indicates that issues of professional competence impacts all levels of training. Not only are faculty and TIPPC affected, TIPPC's peers, faculty's colleagues, program culture, and TIPPC's clients are affected by issues of professional competence. Given that there are few guidelines in how to assess and respond to TIPPC coupled with the lack of conceptual models and assessments to evaluate competency issues, this leaves faculty with limited resources regarding how to respond to TIPPC. There are even fewer resources when considering how to respond when problems of professional multicultural (PPMCC) competence arise. Responding to competency issues is uncomfortable for faculty, especially within the context of cross-racial interactions and when providing feedback on MC issues. Emerging lines of research suggest that faculty may feel more uncomfortable with addressing competency issues in cross-racial interactions with students and may have more difficulty with conceptualizing racial factors when responding to competency issues. Given that race is a social and relational construct, addressing issues of professional competence by analyzing individual characteristics of faculty and relational dynamics of faculty-

student interactions is an important factor to investigate. This study seeks to investigate how racial factors and faculty's individual traits impact their comfort level in responding to students who exhibit competency issues in the domain of MC competence.

Research Questions and Hypotheses

To address the noted limitations in the literature, this author will investigate factors that influence faculty's comfort level in responding to students who exhibit problems of professional MC competence (PPMCC). To this author's knowledge, this will by the first study that will investigate faculty characteristics while directly assessing the influence of racial factors on faculty's level of comfort in responding to students who exhibit PPMCC. In addition, this will be the first study (to this author's knowledge) that will experimentally assess the influence of racial factors on faculty's comfort level in responding to such issues as most studies have been conducted qualitatively. To this end, several specific questions were investigated for further inquiry:

RQ1: Do faculty's demographic traits influence their comfort level in responding to students with PPMCC and if so, to what extent?

Hypothesis: There is little research examining the influence of faculty's demographic characteristics on their comfort level in responding to students with PPMCC. Therefore, this research question is exploratory in nature. This study explored the influence of the following faculty demographic variables on comfort level: gender, age, race/ethnicity, years worked as a faculty member, years worked in current position, frequency of interactions with students identified with problems of professional competency, number of students interacted with identified with problems of professional competency, availability of protocol for how to respond to students with competency issues, rank of professorship, and clinical/research interests.

RQ2.a.: Within the total sample, to what extent do faculty's MC personality traits influence their comfort level with responding to students with PPMCC?

RQ2.b. Does the influence of faculty's MC personality traits on comfort level differ based on faculty-student racial dyads and if so, to what extent?

Hypothesis: Research has documented that personality is correlated with behavioral and affective responses to situations. It is also noted that MC personality specifically may be a factor that influences cultural interactions. In light of this evidence, it is hypothesized that faculty's MC personality is significantly correlated with their comfort level with responding to students exhibiting issues with PPMCC in both the total sample and within each of the faculty-student racial pairings. Furthermore, it is hypothesized that faculty who endorse higher scores on a MC personality measure will feel more comfortable with responding to students exhibiting issues with PPMCC.

RQ3: To what extent do faculty-student racial dyads influence faculty's comfort level in responding to students with PPMCC?

Hypothesis: In the context of cross-racial supervisory relationships, supervisors appear to continue to feel a level of discomfort providing feedback especially when discussing concerns related to diversity issues. It is hypothesized that the racial pairings of the faculty-student dyads will significantly correlate with faculty's comfort level in responding to students with PPMCC in that cross-racial faculty-student dyads will result in more discomfort in responding to students with PPMCC compared to same racial faculty-student dyads.

RQ4: To what extent does faculty training in MC issues influence their comfort level in responding to students with PPMCC?

Hypothesis: Given that MC training has been shown to correlate with MC competence (e.g., Neville, Spanierman, & Doan, 2006), this study also sought to explore whether MC training impacts faculty's comfort level in responding to students with PPMCC. It is hypothesized that training in MC issues will significantly correlate with faculty's comfort level in responding to students with PPMCC in that faculty will feel more comfortable in responding as a function of more training in MC issues.

RQ5a: Which variables best predict faculty's comfort level in responding to students with PPMCC and to what extent? **RQ5.b.** Do faculty-student racial dyads moderate the effect between the predictor variables and faculty's comfort level in responding to students with PPMCC?

Hypothesis: If any of the aforementioned predictor variables significantly predict faculty's comfort level, post hoc analyses will be conducted to assess which variables best explain faculty's comfort level to obtain a parsimonious understanding of what contributes to faculty's comfort level. Additional analyses will be conducted to assess whether faculty-student racial dyads influence the relationships observed from the post hoc analyses.

III: Methodology

Design

The purpose of this study is to understand what factors influence faculty's comfort level in responding to students who exhibit problems of professional multicultural competence (PPMCC). To address the research questions, a between-subjects experimental design was utilized. Each participant was presented with a fictional scenario describing a student who exhibits PPMCC. Participants were randomly assigned to one of two possible faculty-student pairings through an electronic survey: cross-racial dyad and same-racial dyad. The correlational piece of the study looked at the association of faculty multicultural (MC) personality, training in MC issues, and racial match of faculty-student dyads with faculty comfort level.

Participants

Participants included faculty of all rankings of professorships/work statuses (i.e., Adjunct Faculty, Assistant Professor, Associate Professor, Full Professor, Clinical Associate, Clinical Professor, Visiting Professor, Full-Time but not Tenure) from APA and CACREP accredited psychology and counseling programs across the United States. There are a total of 384 APA-accredited psychology doctoral programs and 680 CACREP-accredited master's level and doctoral level programs within the United States. All APA-accredited and CACREP-accredited programs were obtained from the respective professional websites (i.e., http://apps.apa.org/accredsearch and http://www.cacrep.org/directory). Programs were then grouped based on their geographic location (i.e., South, Northeast, West, Midwest) as defined by the United States Census Bureau (U.S. Census Bureau, 2016). One-third of APA and CACREP-accredited programs were randomly selected from each geographic location, and faculty from the identified programs were individually contacted. Email addresses were obtained from university websites.

G*Power software (Erdfelder, Faul, & Buchner, 1996) was used to conduct all power analyses. To obtain a medium effect size of 0.25 (Cohen's f) with an alpha of 0.05, 128 participants were needed to have a power of 0.80. Recruitment emails were sent to 2,491 faculty members. A total of 252 participants began the survey (10.12% response rate) with 146 participants completing the survey (57.94% completion rate). There was a 42% attrition rate. It is believed that the length of the survey and the nature of the survey (open ended responses) affected participants' willingness to complete the survey. Seventy-six faculty members directly communicated with the primary investigator their reasons for choosing not to participate in the study. Their reasons included the following: no time to complete the survey (25.00%; n=17), did not qualify (23.70%; n=18), retired/no longer working in academia (22.37%; n=17), research study was outside of their research/teaching interests (13.16%; 10), believed rank of professorship (e.g., "only an adjunct") excluded them (9.21%; n=7), and needed IRB approval from their institutions (6.58%; n=5). The 146 participants who completed the survey all provided complete response sets.

The sample consisted of Counselor Educators (32.19%; n=47), Clinical Psychologists (30.82%; n=45), Counseling Psychologists (14.38%; n=21), and School Psychologists (7.53%; n=11). Participants who identified from "Other" professional identities (15.07%; n=22) included Health Psychologists, Marriage and Family Psychologists/Therapists, Educational Psychologists, Developmental Psychologists, Cognitive Psychologists, Clinical/Community Psychologists, Experimental/Research Psychologists, and Neuropsychologists. Participants from a range of professorship ranks were included in the study: Full (28.08%; n=41), Associate (29.45%, n=43), Assistant (36.30%; n=53), Adjunct (2.74%; n=4), and Other [Clinical Professor, Clinical Associate, Visiting Professor, Full-Time Not Tenured (3.42%; n=5)].

Most of the participants identified as female (59.59%; n=87), with the remaining identifying as male (38.36%; n=56) or indicating they preferred to not provide their gender (2.05%; n=3). Regarding race/ethnicity, 78.77% (n=115) of the participants identified as European American followed by 6.16% (n=9) Hispanic/Latino (a), 4.11% (n=6) Multiracial/Ethnic, 2.74% (n=4) Asian American, 2.74% (n=4) African American, and 2.05% (n=3) identified as "Other" which included persons of nationalities outside of the United States. Approximately 3% (n=4) of the participants indicated they preferred to not answer this question. Participants' ages ranged from 29-73 with a mean age of 47.61 (standard deviation [SD] =11.81). Approximately 7% (n=11) indicated they preferred to not provide their numerical age.

On average, participants worked as faculty members for an average of 13.85 (*SD* = 11.53) years with the minimum being one year and the maximum being 49 years. Participants have worked in their current teaching position for an average of 10.52 years (*SD* = 9.69). Most participants (84.93%; n=124) work in a program that has a protocol for how to respond to students with competency issues compared to those who did not work in a setting with a protocol (8.90%; n=13) or were unsure whether their program had a protocol (6.16%; n=9). More than one-third of the sample (36.30%; n=53) interact with students with issues of competency fairly regularly (1-2 times/year) while an additional 27.40% (n=40) interact with students less than 1 time/year. Several indicated they interact with students 3-4 times/year (17.12%; n=25), 5 or more times/year (16.44%; n=24), and a small percentage indicated they have never interacted with students with issues of competency (2.74%; n=4).

For the present sample, a wide range of clinical/research interests was sought and achieved. Numerous faculty indicated they had interests in multicultural/diversity issues (44.52%; n=65), several had interests in education/training issues (25.34%; n=37), and the

remaining sample had a wide range of other interests (41.78%; n=61). Descriptive statistics for all demographic information is provided in Table [insert number] and Table [insert number].

Table 1

Descriptive Statistics

Descriptor	Variable	n	%
Professional Identity	Counselor Educator	47	32.19
	Clinical Psychologist	45	30.82
	Counseling Psychologist	21	14.38
	School Psychologist	11	7.53
	Other	22	15.07
Rank of Professorship	Full	41	28.08
	Associate	43	29.45
	Assistant	53	36.30
	Adjunct	4	2.74
	Other	5	3.42
Gender	Female	87	59.59
	Male	56	38.36
	Prefer Not to Answer	3	2.05
Race/Ethnicity	European American	115	78.77
	African American	4	2.74
	Hispanic/Latino (a)	9	6.16
	Asian American	5	3.42
	Multiracial/Ethnic	6	4.11
	Other	3	2.05
	Prefer Not to Answer	4	2.74
Clinical/Research Interests	Multicultural/Diversity Related Issues	65	44.52
	Education and Training Related Issues	37	25.34
	Other	61	41.78
Program Protocol for Responding to TIPPC	Yes	124	84.93
	No	13	8.90
	I Don't Know	9	6.16
Frequency of Interactions with TIPPC	Never	4	2.74
	Less Than 1 Time/Year	40	27.40
	1-2 Times/Year	53	36.30
	3-4 Times/Year	25	17.12
	5 or More Times/Year	24	16.44

Note. TIPPC = "Trainees Identified as having Problems of Professional Competence." Clinical/research interests were analyzed independently as a percentage within the total sample.

Therefore, participants' clinical/research interests could have been assigned more than one code. If one sums the percentages, they will exceed 100%.

Table 2

Descriptive Statistics Continued

	Mean	Standard Deviation	Range
Age in Years	47.60	11.80	29-73
Years Worked as Faculty Member	13.90	11.50	1-49
Years Worked in Current Position	10.50	9.70	1-49
Number of TIPPC Interacted with	9.48	12.54	0-80

Note. TIPPC = "Trainees Identified as having Problems of Professional Competence."

Procedure

This study was approved by Auburn University's Institutional Review Board for the Protection of Human Subjects in Research (IRB). Participation in the study was sought electronically. Criteria for participation (i.e., faculty teaching in an APA-accredited or CACREP-accredited program) was outlined in the recruitment letter and in the electronic survey prior to the start of the study.

The survey link included the information letter (see Appendix A) outlining the purpose of the study and how the information will be used. The voluntary nature of the study was outlined, and participants were ensured their responses would be kept confidential. Once participants provided their consent to take part in the study (see Appendix B), they were presented with the scenarios and scenario question (see Appendix C), the Multicultural Personality Questionnaire (MPQ) (see Appendix D), and the demographic form (see Appendix F) to complete.

Scenarios. Participants were instructed to read three scenarios (see Appendix C) describing a fictional student who is exhibiting PPMCC. One scenario described a student verbalizing/displaying racial biases, one scenario described a student verbalizing/displaying

biases toward sexual minorities, and one scenario described a student verbalizing/displaying biases toward individuals based on spiritual identification. Each scenario provided three examples of the student's classroom behavior for participants to consider. Only the scenario describing the student with racial biases was analyzed for the present study. Incorporating additional scenarios into the study served to obscure the research questions and hypotheses and reduce biased response styles. The researcher constructed the scenarios after reviewing existing literature and consulting with her doctoral committee. The doctoral committee consisted of full-time faculty members, who included a Counselor Educator, a Counseling Psychologist, an Educational Psychologist, and a professor of Special Education. Each provided feedback regarding the face validity of the scenarios.

To increase the salience of the scenarios, participants were asked to imagine that they were the student's instructor in the given situation. Within the scenarios, the racial background of the fictional student was manipulated. Participants read and responded to all three scenarios with the racial background of the student (i.e., "student is of the same racial background as you" or "student is of a different racial background as you") being manipulated, thus creating two racial pairings: cross-racial pairing and same racial pairing. Participants only saw one of these two variations.

Measures

Comfort level. After reading the scenarios, participants were provided the following question after each of the three examples of the fictional student's classroom behaviors: "Imagining that you are the instructor of the course, how would you proceed after hearing this comment/noticing this behavior?" (Appendix C). Participants were then asked to rate their level of comfort in responding to each example of the student's behavior. The initial question "how

would you proceed after hearing this comment/noticing this behavior?" was provided to participants to provide context when they rated their level of comfort as it was hypothesized that comfort level would vary depending on the responses participants may consider. Responses were rated on a 7 point Likert-type scale ranging from 1 (extremely uncomfortable) to 7 (extremely comfortable). The ratings of comfort level from the three examples of the fictional student's behavior with respect to racial biases were averaged to provide a final score which was used for the analysis.

Multicultural Personality Questionnaire-Short Form (MPQ-SF). The MPQ-SF (Van Der Zee, Van Ouden Hoven, Ponterotto, & Fietzer, 2013) is a 40-item self-report measure assessing personality traits that are hypothesized to be correlated with "professional effectiveness, personal adjustment, and intercultural interactions," (Van Der Zee & Van Oudenhoven, 2000, p. 293) (see Appendix D). The questionnaire yields 5 factors measuring the following traits: *Cultural Empathy*, *Open-Mindedness*, *Emotional Stability*, *Social Initiative*, and *Flexibility* (Van Der Zee et al., 2013). Participants were asked to identify the extent to which each item applied to them using a 5-point Likert-type scale ranging from 1 (totally not applicable) to 7 (completely applicable). Sample items of the MPQ-SF include identifying the extent to which an individual "pays attention to the emotion of others" and "keeps calm when things don't go well."

Construct validity of the MPQ was measured by its correlation with well-known personality scales (Van Der Zee & Van Ouden Hoven, 2000). Individual scales of the MPQ were shown to have high convergent validity with scales on the NEO-Personality Inventory (NEO-PI) (Costa & McCrae, 1992) and the *Need for Change* scale of the Dutch version of the Sensation Seeking Scale (van den Berg & Feij, 1988). The NEO-PI is one of the most widely used

personality inventories that measures five personality traits (i.e., neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience) based on the Big Five Personality Theory (Costa & McCrae, 1992). The *Need for Change* scale of the Sensation Seeking Scale is a measure that assesses an individual's need to change their environment and interpersonal relationships. The MPQ scales of *Open-Mindedness* and *Social Initiative* were significantly correlated with all five of the NEO-PI personality traits with neuroticism being negatively correlated with *Open-Mindedness* and *Social Initiative* (Pearson *r* ranging from -0.77 to -0.85). *Emotional Stability* and *Flexibility* were significantly correlated with several personality traits. *Open-Mindedness, Social Initiative,* and *Flexibility* were significantly correlated with the Sensation Seeking Scale (Pearson *r* ranging from 0.24 to 0.67).

The MPQ measure was also shown to have construct validity as measured by its comparison with the Emotional Intelligence Scale (EIS) (Schutte, et al., 1992) and the Scale of Well-Being (SWB) (Ryff & Essex, 1992). EIS measures individual traits that are hypothesized to lead one to recognize, understand, and regulate emotions in themselves and others. The SWB measures dimensions of psychological well-being (i.e., Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance). MPQ scales of *Cultural Empathy*, *Open-Mindedness*, and *Social Initiative* were shown to correlate with EIS (Pearson's *r* ranging from 0.31 to 0.48). MPQ scales of *Cultural Empathy, Open-Mindedness,* and *Social Initiative* were shown to correlate with the following SWB scales: Autonomy, Environmental Mastery, Personal Growth, and Purpose in Life (Pearson's *r* ranging from 0.12 to 0.35). MPQ scales of *Open-Mindedness* and *Social Initiative* were shown to correlate with SWB scales of self-acceptance (Pearson's *r* of 0.15 and 0.16 respectively), and the

MPQ scale of *Emotional Stability* was shown to correlate with SWB scale of Purpose in Life (Pearson's $r = 0.22$; $p < 0.01$).

The original MPQ was validated with a group of undergraduate students ranging in ages between 17 and 49 (Van Der Zee & Van Oudenhoven, 2000). The sample consisted largely of students of Dutch nationality (98%). The MPQ-SF was validated with an American sample of graduate and undergraduate students and was shown to have adequate internal reliability. Cronbach's coefficient alphas higher than $\alpha = 0.70$ indicate adequate internal consistency (Poterrotto & Ruckdeschel, 2007). The MPQ-SF is considered to have adequate internal consistency as evidenced by the following alpha coefficients: *Cultural Empathy* (Cronbach's $\alpha = 0.81$), *Open-Mindedness* ($\alpha = 0.72$), *Emotional Stability* ($\alpha = 0.82$), *Social Initiative* ($\alpha = 0.81$), and *Flexibility* ($\alpha = 0.81$) (Van Der Zee et al., 2013). The MPQ exhibited adequate reliability with the current sample of faculty. The observed internal consistency coefficients for the scales were: 0.79 for *Cultural Empathy*, 0.74 for *Open-Mindedness*, 0.79 for *Emotional Stability*, 0.81 for *Social Initiative*, and 0.86 for *Flexibility*.

Training. Faculty multicultural training was measured by two questions on the demographic questionnaire. Faculty were asked to indicate how many academic courses they have completed related to multicultural issues and how many multicultural trainings/workshops they have attended in their professional careers. Academic courses and multicultural trainings/workshops were combined to create four categorical groups based on the observed distribution: 0-7 MC trainings (n=32; 21.92%), 8-12 MC trainings (n=34; 23.29%), 13-17 MC trainings (n=33; 22.60%), 18-23 MC trainings (n=13; 8.90%), more than 23 MC trainings (n=34; 23.29%).

Demographics. Participants completed a demographic questionnaire (see Appendix G) which served the purpose of aiding the quantitative analysis and describing the study sample. The questionnaire requested participants to provide information about personal characteristics and prior experience with TIPPC in general and training.

Order of administration of instruments. Each participant was administered the student scenarios first. The three sets of student scenarios were counterbalanced for order effects (Kazdin, 2002). A Likert-type scale indicating participants' comfort level with responding to the scenario was presented next. The *MPQ* was administered after participants rated their level of comfort for all scenario sets. It was assumed that taking the survey prior to the scenario might cue participants to the hypotheses of the study and influence participants' responses thereafter. The demographic survey was administered last.

Statistical Analysis

This study consisted of one continuous predictor variable (i.e., faculty MC personality) and two categorical predictor variables (i.e., faculty-student racial dyad and faculty multicultural training). Faculty's comfort level in dealing with PPMCC served as a continuous criterion variable. The following questions were addressed:

- **RQ1**: Do faculty's demographic traits influence their comfort level in responding to students with PPMC and if so, to what extent? Separate regression ANOVA analyses were conducted to assess the influence of all demographic variables on faculty's comfort level.
- **RQ2.a.**: Within the total sample, to what extent do faculty's MC personality traits influence their comfort level with responding to students with PPMCC? To answer this question, a regression analysis was conducted.

- **RQ2.b.** Does the influence of faculty's MC personality traits on comfort level differ based on faculty-student racial dyads and if so, to what extent? To answer this question, a regression analysis was conducted.
- **RQ3**: To what extent do faculty-student racial dyads influence faculty's comfort level in responding to students with PPMCC? To answer this question while controlling for demographic variables, a one way ANOVA was conducted.
- **RQ4**: To what extent does faculty training in MC issues influence their comfort level in responding to students with PPMCC? To answer this question, a one way ANOVA was conducted.
- **RQ5.a.**: Which variables best predict faculty's comfort level in responding to students with PPMCC and to what extent? To answer this question, a stepwise regression analysis will be conducted.
- **RQ5.b.** Do faculty-student racial dyads moderate the effect between the predictor variables and faculty's comfort level in responding to students with PPMCC? To answer this question, the process procedure for analyzing moderators (Hayes, 2013) will be conducted.

IV: Results

Within this chapter, the results of the analyses used to test the hypotheses are presented. Table [insert number] shows the means and standard deviations for the quantitative independent variables (MPQ scales) and dependent variable (faculty comfort level). Table [insert number] shows the intercorrelations among the noted variables.

On average, faculty reported moderate comfort level in responding to students with PPMCC, indicating they were slightly comfortable in responding to students (range of 1 to7, *M*= 5.53, *SD*=1.30). It should be noted that approximately 20.55% (n=30) of the sample earned an average comfort level score below 5, indicating they were extremely uncomfortable to neutral in their comfort level in responding to students with PPMCC.

There was a range of mean scores for the *MPQ* scales with faculty scoring lowest on Flexibility (range of 1 to 5, *M* = 2.81, *SD* = 0.61) and highest on Cultural Empathy (*M* = 4.23, *SD* = 0.41).

Table 3

Descriptives for Comfort Level and Multicultural Personality Questionnaire

	Min	Max	*M*	*SD*	Skewness	Kurtosis
Comfort Level	1.67	7.00	5.53	1.30	-1.14	0.56
Multicultural Personality Questionnaire						
Cultural Empathy	3.00	5.00	4.23	0.41	-0.10	-0.47
Flexibility	1.00	4.63	2.81	0.61	-0.16	0.35

Social Interaction	2.38	4.88	3.77	0.53	-0.34	-0.18
Emotional Stability	1.63	4.88	3.33	0.57	-0.38	0.60
Open-Mindedness	2.75	5.00	3.81	0.46	-0.01	-0.17

Note. N=146. "Comfort Level" was rated on a Likert scale from 1=*very uncomfortable* to 7= *very comfortable*. Therefore, higher scores indicate higher ratings of self-reported comfort level. Scales of the Multicultural Personality Questionnaire were rated on a Likert scale from 1= totally *not applicable* to 5=*completely applicable*. Therefore, higher scores indicate higher endorsement of the trait.

Prior to performing the parametric analyses, univariate and multivariate analyses were conducted to test whether statistical assumptions were met. Univariate analyses identified two outliers on the independent variables of *Flexibility* and *Emotional Stability* from the MPQ scales and eleven outliers on the dependent variable *comfort level*. However, these cases were included in the analyses given the size of the sample and the noted values were within the possible range of values. Multivariate analyses of the independent variables from the MPQ scales on the dependent variable *comfort level* identified one outlier. Again, the case was included in the analyses given the sample size and the noted value was within the possible range of values.

A Shapiro-Wilk's test ($p > 0.05$) (Razali & Wah, 2011; Shapiro & Wilk, 1965) and a visual inspection of the histogram and normal Q-Q plots showed that while both measurements consistently demonstrated several of the *MPQ* scales adequately met statistical assumptions [*Flexibility*: skew = -.16, Shapiro-Wilkes = .20; *Emotional Stability*: skew = -.38, Shapiro-Wilks = .06; *Openness*: skew = -.01, Shapiro-Wilks = .16)], there was some discrepancy in whether MPQ scales *Cultural Empathy* (skew = -.47, Shapiro-Wilks = .01) and *Social Interaction* (skew = -.34, Shapiro-Wilks = .04) met statistical assumptions. Given the discrepancy in the statistics, in reviewing the skewness statistic in combination with the inspection of the histograms and Q-Q plots, it was determined that *Cultural Empathy* and *Social Interaction* did not significantly

violation assumptions. As such, all *MPQ* scales were deemed to meet statistical assumptions. Analyses demonstrated that scores for the dependent variable *comfort level* exhibited a moderately negative skew (skewness = -1.14, Shapiro-Wilks = .00) and lacked linearity (Cramer, 1998; Cramer & Howitt, 2004; Doane & Seward, 2011) (See Figures 1 and 2). The observed skew may be due to a social desirability effect, as faculty may perceive themselves to have higher levels of cultural empathy and social interaction in general and comfort within their professional lives with respect to issues of racial, cultural, and ethnic diversity. To correct for the skew, *comfort level* was transformed using the reflection-logarithmic function (See Figures 3 and 4). The subsequent parametric analyses were performed on the transformed data to correct for the potential impact of social desirability on the results.

Figure 1. Histogram: Untransformed Data

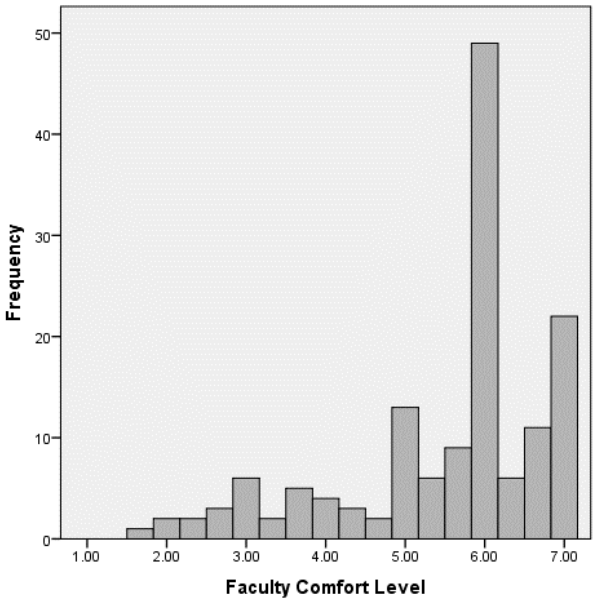


Figure 2. Q-Q Plot Untransformed Data

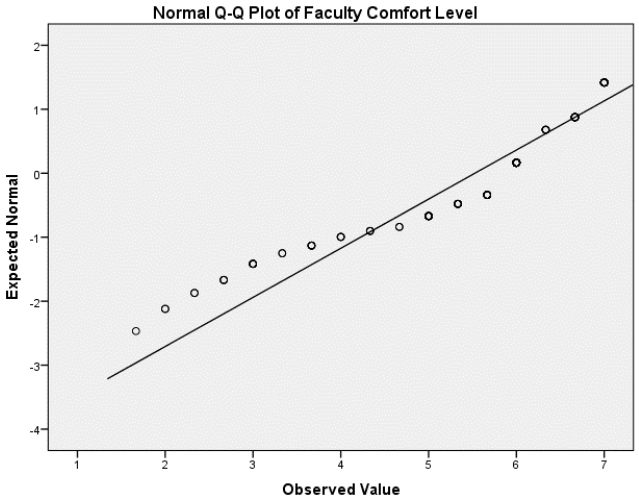


Figure 3. Histogram Transformed Data

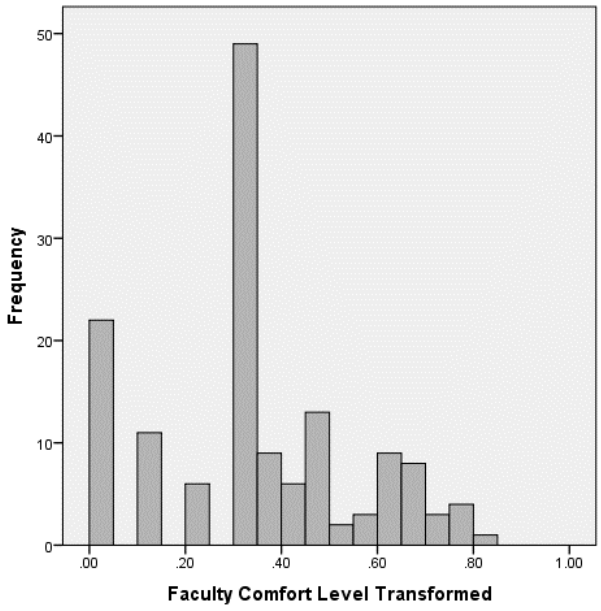
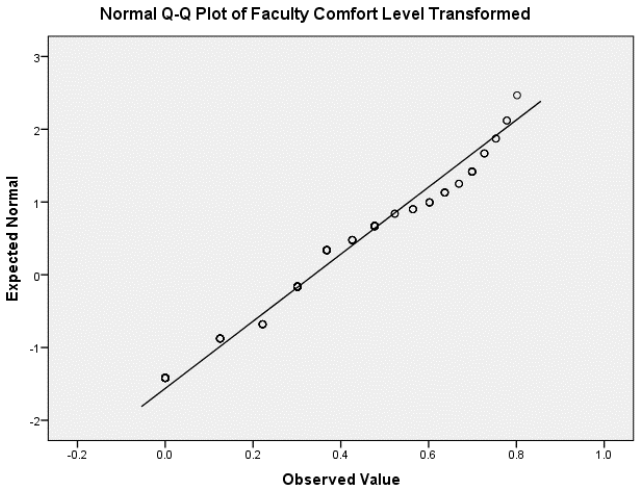


Figure 4. Q-Q Plot Transformed Data



Correlational analyses indicated significant, positive correlations between the transformed variable of comfort level and four of the MPQ scales: Cultural Empathy ($r = 0.29$, $p < 0.001$), Social Interaction ($r = 0.31$, $p < 0.001$), Emotional Stability ($r = 0.23$, $p < 0.001$), and Open-Mindedness ($r = 0.32$, $p < 0.001$).

Table 4

Inter-correlations

Variable	1	2	3	4	5	6
1. Comfort Level	-					
2. Cultural Empathy	-0.27**	-				
3. Flexibility	-0.11	0.04	-			
4. Social Interaction	-0.37**	0.27**	0.05	-		
5. Emotional Stability	-0.23**	0.23**	0.40**	0.32**	-	
6. Open-Mindedness	-0.36**	0.39**	0.07	0.47**	0.31**	-

Note. N=146. **$p < 0.01$.

Group Differences

The relationship between all the demographic variables and faculty's comfort level in responding to students with PPMCC were investigated (RQ1). The race/ethnicity of the participants were recoded to combine smaller race/ethnicity groups to aid in the analyses. European American participants were coded as one, and faculty of color were coded as two. Faculty who chose not to provide their race/ethnicity were not coded. Faculty who work in a program that has a formal protocol outlining how to manage TIPPC were also recoded in order for each group to have enough participants to make a valid comparison. Participants whose programs have a formal protocol were coded as one. Participants whose programs do not have a formal protocol or were unsure whether their program has a protocol were coded as two. These participants were grouped together as it was assumed that participants who were unsure whether

their program had a protocol concerning how to manage TIPPC performed their job responsibilities as if they did not have access to a protocol. Separate regression analyses were run on all continuous demographic variables and separate one-way analysis of variance (ANOVA) was conducted on the categorical demographic variables. Analyses suggested that participants' age, number of TIPPC faculty interact with, their frequency of interactions with TIPPC, and their clinical/research interests were significantly related to comfort level. Specifically, faculty endorsed having more comfort responding to TIPPC if they were older in years (F (1, 133) = 3.90, p = .05, R^2 =0.03, β = -.17), interacted with more TIPPC (F (1, 142) = 6.11, p = .02, R^2 =0.04, β = -.20) and interacted more frequently with TIPPC (i.e., 5 times or more per year compared to less than once per year or 1-2 times per year) (F (4, 141) = 3.18, p = .02, $\eta = .08$), and specifically identified training and diversity/cultural issues as their clinical/research interests (F (2, 143) = 4.38, p = .01, $\eta = .06$).

Regression Analyses

Regression analyses were conducted to test whether the MC personality traits (RQ2) influence faculty's comfort level in responding to students with PPMCC. The MPQ scores significantly predicted comfort level, F (5, 140) = 7.11, $p < 0.001$, R^2 =0.20; however, there were differences regarding which MC personality traits influenced comfort level. In the overall model, only *Social Interaction* (β = -0.238, p = 0.008) reached statistical significance. *Open-mindedness* (β = -0.175, p = 0.056) almost reached statistical significance within the same-racial dyads.

Table 5

Multivariate Regression Analysis of Total Sample

Variable	β	Standard Error	Significance
Cultural Empathy	-0.13	0.04	0.126
Flexibility	-0.06	0.03	0.478
Social Interaction	-0.24	0.04	0.008**
Emotional Stability	-0.05	0.03	0.606
Open-Mindedness	-0.18	0.04	0.056

Note. **p = 0.01.

The data was split to assess the patterns of MC personality traits predictive of faculty comfort level within each of the faculty-student racial dyads (RQ2 a.). Prior to conducting this analysis, multicollinearity was tested among all MC personality traits. Results indicated multicollinearity did not present as an issue (VIF $\leq$ 1.448).

The cross-racial dyads [F (5, 77) = 5.25, $p < 0.01$, $R^2 = 0.25$] and same-racial dyads [F (5, 57) = 4.47, $p < 0.01$, $R^2 = 0.28$] both continued to result in statistically significant models. Higher scores on the *Flexibility* (β = -0.23, $p < .05$) and *Social Interaction* scales (β = -0.35, $p < 0.01$) were associated with higher levels of comfort level within the cross-racial dyads while higher scores on the *Open-mindedness* scale (β = -0.30, $p < 0.05$) were associated with higher levels of comfort level within the same-racial dyads. Although *Emotional Stability* was not significant, it approached statistical significance within the same-racial dyads (β = -0.27, p = 0.064).

Table 6

Transformed Data: Multivariate Regression Analyses by Faculty-Student Racial Dyads

	Variable	β	Standard Error	Significance
Cross-Racial Dyads	Cultural Empathy	-0.02	0.06	0.838
	Flexibility	-0.225	0.036	0.042*
	Social Interaction	-0.348	0.046	0.003**
	Emotional Stability	0.099	0.040	0.388
	Open-Mindedness	-0.193	0.060	0.144
Same-Racial Dyads	Cultural Empathy	-0.197	0.073	0.112
	Flexibility	0.210	0.051	0.124
	Social Interaction	-0.004	0.058	0.975
	Emotional Stability	-0.266	0.060	0.064
	Open-Mindedness	-0.302	0.067	0.029*

Note. *$p < .05$. **$p < 0.01$. $n = 83$, cross-racial dyads. $n = 63$, same-racial dyads.

One Way Analysis of Variance

Differences in faculty's comfort level in responding to students with PPMCC as a function of faculty-student racial dyads (RQ3) were examined using a univariate general linear model. It was hypothesized that the racial pairings of the faculty-student dyads would significantly relate with faculty's comfort level in responding to students with PPMCC in that cross-racial faculty-student dyads would result in more discomfort in responding to students with PPMCC compared to same racial faculty-student dyads. The hypothesis was not supported. Eighty-three participants were randomly assigned to the cross-racial pairing group, and sixty-three participants were randomly assigned to the same racial pairing group. The assumption for equal variances between the cross-racial and same racial faculty-student dyads were met; Levene's test was non-significant, F (1, 144) = .37, $p = 0.54$. The results from the ANOVA indicated there were no significant effects, F (1, 144) = 0.02, $p = 0.88$, $\eta_p^2 = .00$.

An ANOVA was conducted to assess differences in faculty's comfort level in responding to students with PPMCC as a function of level of multicultural (MC) training (RQ4). It was hypothesized that training in MC issues would significantly correlate with faculty's comfort level in responding to students with PPMCC in that faculty would feel more comfortable responding as a function of more training in MC issues. The hypothesis was not supported. Graduate coursework and post graduate training (e.g., workshops, seminars, and conferences) were grouped according to the following categories: 0-7 MC training experiences (endorsed by 32 participants), 8-12 MC training experiences (endorsed by 34 participants), 13-17 MC training experiences (endorsed by 33 participants), 18-23 MC training experiences (endorsed by 13 participants), and more than 23 MC training experiences (endorsed by 34 participants). The assumption for equal variances among the groups were met; Levene's test was non-significant, F (4, 141) = 0.17, p = 0.95. The results from the ANOVA test indicated there were no significant effects, F (4, 141) = 0.68, p = 0.60.

Given that cumulative MC training did not significantly predict faculty's comfort level, this researcher determined that further investigating separately the influence of MC training (i.e., academic courses and professional development workshops/trainings) would provide useful information. Prior to performing the parametric analyses, academic courses were assessed to determine whether statistical assumptions were met. Analyses identified eight outliers. Given the substantial magnitude of the outliers from the remaining cases (e.g., two faculty reported they completed 20 and 23 courses respectively compared to the average 3.4 courses), the scale was adjusted so that the largest number of courses was 6. A Shapiro-Wilk's test ($p > 0.05$) (Shapiro & Wilk, 1965; Razali & Wah, 2011) and a visual inspection of the histogram and normal Q-Q plots showed that normality and linearity was not met. Academic courses were transformed

utilizing the logarithm function. A simple regression analysis suggested graduate level MC training significantly predicted comfort level [F (1,137) = 5.16, p =.025, $\beta = -.19$].

An ANOVA was performed to test the influence of professional development workshops/trainings on faculty's comfort level. The assumption for equal variances were met [Levene's test = F (4, 141) = 0.29, p = 0.89]. Results indicated there were no significant effects, F (1, 4) = 0.91, p = 0.46, η_p^2 = .025.

Stepwise Regression Analysis

Given that faculty's age, number of TIPPC faculty have interacted with, frequency of interactions with TIPPC, training/clinical interests, the MPQ trait of *Social Interaction*, and graduate level MC academic courses were all significantly associated with faculty's comfort level in responding to students with PPMCC, all variables were entered into a stepwise regression analysis to provide a parsimonious model of faculty's comfort level (RQ5). Although the MPQ trait of *Openness* was not significantly associated with faculty comfort level, given that it almost research statistical significant, it was added to the model as well. The model resulted in a statistically significant association [F (1, 104) = 28.82, p = 0.001, η_p^2 = -.309] with the MPQ traits of *Social Interaction* and *Openness* explaining 29.7% of the variance of faculty's comfort level. Interaction effects suggested that faculty-student racial dyads did not significantly change the relationship between MC personality traits and faculty comfort level (RQ5 a.).

Table 7

Interaction Effects

Model Summary

	R	R-Squared	MSE	F	Df1	Df2	Significance
	.377	.142	.041	7.853	3	142	.0001
Model							
		coeff	se	T	p	LLC1	ULC1
	Constant	.819	.184	4.453	.000	.456	1.183
	Social Interaction	-.127	.048	-2.655	.009	-.221	-.032
	Faculty-Student Racial Dyad	-.169	.244	-.690	.491	-.315	.652
	Interaction	.047	.064	-.733	.465	-.174	.080
R-Square increase due to interaction							
	R-Squared Change	F	Df1	Df2	Significance		
Interaction	.003	.538	1	142	.465		

Model Summary

	R	R-Squared	MSE	F	Df1	Df2	Significance
	.358	.128	.042	6.948	3	142	.0002

Model

		coeff	se	t	p	LLC1	ULC1
	Constant	1.080	.220	4.915	.000	.646	1.515
	Open-mindedness	-.194	.057	-3.412	.001	-.306	-.082
	Faculty-Student Racial Dyad	-.171	.290	-.589	.557	-.744	.402
	Interaction	.044	.075	.582	.561	-.105	.193

R-Square increase due to interaction

	R-Squared Change	F	Df1	Df2	Significance
Interaction	.002	.339	1	142	.561

V: Discussion

In a time where racial, social, and political issues are receiving considerable public attention, these issues are undoubtedly impacting training programs. Assessing whether students possess the proper knowledge, skills, and attitudes that lend itself to culturally sensitive care of clients is of importance for faculty. At some point, nearly all training programs will be faced with students who exhibit issues of professional competence and more specifically, problems of professional multicultural competence (PPMCC). This study sought to investigate factors that affect faculty's comfort level in responding to students with PPMCC. Faculty's individual characteristics, MC training experiences, and faculty-student racial pairings were assessed for its influence on faculty's comfort level.

Summary of Findings

After removing the potential influence of social desirability on self-reported comfort levels, results suggested that several individual faculty characteristics influenced their comfort in responding to students with PPMCC. Faculty who are older in years, interact with more trainees identified with problems of professional competency (TIPPC), interact more frequently with TIPPC, and are interested in training and diversity/cultural issues were more inclined to feel more comfortable intervening when PPMCC arise. Interestingly, given that faculty's age was a predictor of comfort level, the number of years in the classroom and years working in their current positions was not associated with comfort level. This may suggest that general life experience is more important in fostering comfort level with engaging in challenging MC events in the classroom rather than classroom experience alone. General teaching experience does not appear to be sufficient in helping faculty feel prepared to address competency issues.

Although teaching experience did not predict comfort level, direct experiences interacting with TIPPC in general did predict comfort level. This result is consistent with the principles of self-efficacy theory which proposes that confidence in a specific skill is in part influenced by having experiences successfully executing the specific skill (Bandura, 1977). Experience engaging with TIPPC may provide faculty with a mental framework with which to base subsequent student encounters when competency issues become known.

Cumulative training in MC issues surprisingly did not predict faculty comfort level. Given that research has shown there is a relationship between MC training and self-reported levels of MC competence (e.g., Neville, Spanierman, & Doan, 2006), it was assumed that comfort level would be a by-product of competence and would also be influenced by MC training experiences. This was not supported and suggests that competence may not necessarily equate with comfort level. In exploring further how MC training might influence faculty's comfort level, academic courses consisting of MC content was more influential than professional development workshops/trainings consisting of MC content. Academic coursework is the beginning of one's training before entering into academia, and it is encouraging to see that education at this level is predictive of how comfortable faculty feel in responding to challenging student behaviors. Graduate students are highly motivated to do well academically given that much is at stake at this level of their development (e.g., grade assignments and developing a strong vita) and their future careers. It is unclear why professional development workshops/trainings was not predictive of faculty comfort level. Professional development training is designed to further cultivate one's professional identity and help faculty maintain a level of competence and skill. Intuitively, it would make sense that the more MC training one receives, the more prepared and comfortable one would feel in responding to MC issues. Given

that professional development is often mandatory as one works to acquire continuing education credits (CEs) to maintain one's license, perhaps faculty are approaching training at this level differently. There may be a number of motivating factors for faculty to pursue professional development (e.g., obtain CE certificates, travel opportunities, and networking) that may not always align with the goal of increasing knowledge (e.g., Neimeyer, Taylor, & Wear, 2009). Additionally, professional development is often based in knowledge acquisition with little evidence on whether post-graduate training impacts competency and skill acquisition (e.g., Neimeyer, Taylor, & Wear, 2009; Neimeyer, Taylor, & Philip, 2010) which may also present as a reason for why training at this level did not predict comfort level.

Faculty-student racial pairings did not reliably predict faculty's comfort level in responding to students with PPMCC in a systematic manner. Given that studies have suggested feedback related to issues of diversity may be more difficult within the context of cross-racial supervision (Burkard et al., 2014; Burkard, et al, 2006), this result was surprising. In considering the available research on psychotherapy outcomes and the supervisory relationship, there is mixed evidence that racial match predicts client outcomes (Leong et al., 2005) or supervisory alliance (Ladany et al 1997). Other processes such as the racial identity match between educators and students have been hypothesized to be more important than the racial match (Burkard et al 2006).

Faculty's MC personality traits predicted with faculty's comfort level. Of the five domains of MC personality, *Social Interaction* (i.e. the ability to take the lead in social situations) was predictive of faculty's comfort level. *Open-Mindedness* (i.e., the ability to have an open and unbiased perspective toward others) may also be an important trait to consider with the faculty sample. Faculty who naturally take the lead and are open in their approach toward

others are more likely to feel comfortable intervening when MC issues present among their students. Interestingly, different MC personality traits emerged as predictors of comfort level within each faculty-student racial pairing. *Flexibility* and *Social Interaction*, the ability to adjust to challenges and take the lead, predicted faculty comfort level within the cross-racial dyads. *Open-mindedness* predicted comfort level in same-racial dyads with *Emotional Stability* (i.e., remaining calm in stressful situations) perhaps being an important trait to consider. As faculty interact with students who are racially different than themselves, taking initiative while also being accommodating lends itself to having more comfort. Given that it has been suggested that faculty are concerned about appearing racist or offensive when providing cross-cultural feedback (Constantine & Sue, 2007; Utsey, Gernat, & Hammar, 2005), taking a more flexible approach in such interactions may circumvent these issues for faculty who take initiative to intervene, thus allowing them to feel more comfortable with engaging in cultural exchanges. As faculty interact with students who are racially similar to themselves, it appears that taking a neutral position and being calm lends itself to approaching the interactions more comfortably.

Interestingly, *Cultural Empathy* did not emerge as a MC personality trait that predicted faculty's comfort level among the collective sample or within the faculty-student racial pairings. Given that counselors and psychologists are trained in taking an empathic stance, *Cultural Empathy* would have been expected to contribute to faculty's comfort in responding to PPMCC. In looking at the data, *Cultural Empathy* had the narrowest distribution of scores, indicating that faculty typically provided similar (and relatively high) ratings. The similarity in responses appeared to have limited the predictive potential of empathy on faculty comfort level. This would suggest that empathy for students does not adequately distinguish among faculty who feel

comfortable or uncomfortable with intervening when MC issues present themselves among their students.

In considering which factors best predict faculty's comfort in responding to MC issues in the classroom, the MC personality traits of *Social Interaction* and *Open-Mindedness* were the most influential predictors. This suggest that faculty who are more inclined to take initiative in social settings and also take a neutral approach to circumstances are the most likely to feel more at ease with intervening with students with PPMCC. This makes intuitive sense. Intervening with students as issues become apparent is a social encounter that requires a level of sensitivity. Faculty-student racial pairings did not moderate the relationship between MC traits and comfort level.

Implications

The focus of this study was to examine which factors influence faculty's comfort level in responding to students with PPMCC. This study provides evidence that understanding the "person of the faculty" is an important aspect when considering how to respond to problematic student behaviors. Faculty's comfort in responding to MC issues in the classroom is in part due to who the faculty member is as several individual traits (most notably MC personality traits) influence their comfort level. During the recruitment and training of faculty, training programs may want to consider how faculty's individual traits may impact their comfort with engaging in challenging MC situations. Additionally, programs may want to consider how they can cultivate a training environment in which these personality traits can be reinforced. Encouraging openness and engagement among faculty may help to foster an environment that appreciates the difficulty posed when MC issues arise and approaches such challenges as opportunities for growth.

While it is important to consider faculty's individual characteristics that lends itself to feeling more at ease with responding to MC issues, it is equally important to consider the multiple environmental systems influencing faculty's comfort level. Burkard and colleagues (2014) outlined several conditions that impact supervisors' experiences with providing constructive feedback such as the relationship between supervisor-supervisee, engagement in previous discussions of cultural issues, and previous displays of concerning behaviors from trainees. Undoubtedly, trainees will also vary in their MC personality traits as it relates to flexibility, openness, emotional stability, cultural empathy, and social interaction. These observations highlight the relevance of the quality of the relationship between educators and students, classroom and program culture, and characteristics of the students in understanding how to address competency issues. This is consistent with Worthington and Dillon's (2011) call to understand MC competency as contextually-based. To understand faculty's comfort level in responding to PPMCC in a more comprehensive manner, research investigating how environmental factors contribute to faculty's comfort would prove useful.

Tangentially related, an interesting observation was made when assessing faculty's decisions to not participate in the present study. This observation will be discussed due to the implications for training programs' responses to students' development and training needs. Out of the seventy-six faculty members who stated they would be unable to participate, approximately 13% indicated they would not be able to participate due to the research topic being outside of their research and teaching interests (i.e., faculty were not engaged in MC research and did not have clinical teaching responsibilities). While this was not an exclusion criteria (and was not communicated to faculty as such), it brings about interesting questions regarding program policy and how faculty perceive their role in the classroom when PPMCC

arise. Is students' MC development the responsibility of clinical faculty only or all faculty with teaching assignments? Do all faculty with teaching assignments believe they have a responsibility to respond to students with PPMCC? Are all faculty knowledgeable about what constitutes PPMCC? Are faculty missing opportunities to address PPMCC in the classroom and if so, how often is this happening? The Ethical Codes (APA, 2010; ACA, 2014), Accreditation Standards (Commission on Accreditation, 2013; CACREP, 2009), and MC Guidelines (APA, 2003) do not distinguish between clinical and non-clinical faculty regarding training responsibilities in students' MC development. Training programs should have conversations to clarify faculty roles.

Johnson and colleagues' (2012) communitarian training culture model may be relevant in clarifying faculty's roles in student MC development. At the core of a communitarian training culture is a sense of accountability of all members of the training community that is rooted in attention and care for others. These principles may provide a framework to address faculty training responsibilities and mitigate potential missed opportunities for faculty to address students observed to have PPMCC.

Limitations

The study consisted of a relatively generalizable sample of faculty teaching across a range of psychology and counselor education programs across the country with a range of clinical/research interests. Despite this, several issues with sampling were observed. Given the generalizability of the sample, results were skewed toward the responses of faculty of European American backgrounds (78.8%). This may have overpowered any patterns that could have been more salient for faculty of color. Additionally, the attrition rate was significant (42%) in addition to a substantially large proportion of faculty who chose not to participate in the study during the

recruitment phase (approximately 90%). It is unclear how these faculty members may have differed from the faculty who chose to complete the study.

The design of the study also served as a limitation in that fictional scenarios were constructed for faculty to rate their comfort level in responding to students with PPMCC. Faculty rated their anticipated comfort level which is likely different from their actual comfort level when responding to students in the moment. Research has shown that professionals on average do not assess themselves accurately (Davis et al, 2006) and psychologists do not always engage in behaviors consist with their knowledge (Hansen et al., 2006; Sehgal et al., 2011). Additionally, social desirability (although the influence of social desirability was corrected for) was shown to have played a role in how faculty rated their comfort level. Given the aforementioned points, this study measured approximated comfort level rather than actual comfort level. To improve the strength of the design, a naturalistic design in which faculty's comfort level is assessed in the classroom setting would be ideal. However, it is unclear whether this study design would be practical and whether faculty would feel comfortable participating in such a study.

There were several measurement issues that served as limitations in this study. Using comfort level as the only criterion variable may have been limiting and difficult to conceptualize for some participants. One study participant provided feedback that having alternative choices in addition to comfort level would have been helpful as it was difficult to think of when there was a time it was comfortable responding to students with PPMCC. Measurement issues with the predictor variable MC training may have also limited the interpretation of the results. In measuring MC training, although the number of academic courses and professional development trainings/workshops were targeted, it is not known whether faculty conceptualized training to

mean classes they completed as a student or classes they taught as a faculty member. It is also recognized that the method to measure MC training did not take into account additional MC experiences that are equally important when developing faculty's competence such as the number of multicultural courses taught, authorship of professional articles and book chapters, consultation and supervision in MC issues, and service on diversity/MC committees. Both formal and informal learning experiences have been cited as equally important in professional development and competence (Neimeyer, Taylor, & Wear, 2010). Additionally, there were few participants who identified as faculty of color which limited further analyses assessing the interaction between faculty-student racial pairings and racial/ethnic identity of faculty on faculty comfort level.

Recommendations for Future Research

While this study investigated factors associated with faculty's comfort level, whether comfort level correlates with faculty's actual responses to students with PPMCC is an empirical question. Further research should investigate how comfort level translates into faculty's behaviors. While one study has looked at faculty's behaviors (Forrest et al., 2013), it was from the perspective of training directors. Ethnographic studies in which faculty's responses to students with PPMCC are observed in the classroom would increase the validity of the results and shed light on other dynamics (e.g., classroom climate and student characteristics) that may be relevant. Such studies, however, may be difficult to implement given the sensitive nature of these issues and concerns about protecting student confidentiality.

When discussing faculty competence in responding to students who present with PPMCC, considering both formal and informal learning experiences in faculty development is important (Neimeyer, Taylor, & Wear, 2010). In addition to assessing the influence of graduate-

level and post-graduate level MC training experiences on faculty comfort, future research would be strengthened by expanding what is meant by training experiences. Faculty's commitment to MC issues could also be assessed by their professional involvement in a number of activities such as number of MC classes taught, number of publications, hours spent in consultation and supervision, and professional service in activities related to diversity issues. Defining training experiences in this way would improve the ecological validity of the influence of training on faculty comfort level.

Given that a considerable percentage of faculty within this sample (approximately 20%) indicated they felt extremely uncomfortable to neutral in responding to issues of MC competence, faculty preparation and support is needed. Specifically, faculty would benefit from training programs clarifying their roles in responding to challenging student behaviors and stating explicitly who is responsible for responding when such issues arise. Programs need to take a proactive stance in supporting faculty and may want to consider having trainings and discussions about how to intervene with students with competency issues. It is also understood there is little research investigating how to intervene with students with competency issues. There is a need for more empirical investigations so that programs can support faculty in this area. There is also a need for the respective professional bodies (i.e., APA and ACA) to clarify training responsibilities between clinical and non-clinical faculty so that training programs have more guidance in how to conceptualize how best to respond to students and how best to train and support faculty.

While it is important to understand how faculty's individual traits may impact comfort level and ultimately responses to students who present with PPMCC, it is equally important to consider the environmental factors (e.g., the interaction between students' traits and faculty's

traits, classroom culture, and program culture) that impact these interactions. Worthington and Dillon (2011) suggest that MC competencies are context dependent. MC skills and behaviors may vary depending on the several factors of the faculty-student dyad and the situation. Future research would benefit from expanding the conceptualization of factors affecting programmatic responses to problematic student behaviors and strengthening the methodologies used to investigate the dynamics.

Conclusion

Several individual faculty traits predicted comfort level in intervening when PPMCC arise in the classroom with MC personality traits being most influential. The findings of this study provides evidence that the "person of the faculty" is an important factor to consider in the discussion of training issues. As the United States is becoming more diverse, faculty are tasked with the responsibility to train students to become culturally sensitive and responsive providers. Rather than focusing specifically on skill acquisition, placing attention on the way of being with others is of importance (Hook et al, 2016). Therefore, to effectively teach these attitudes, it is important for faculty to model such behaviors. Intervening when MC issues arise in the classroom allows faculty to model cultural awareness, sensitivity, and openness for students. Faculty take on a huge commitment to teach the next generation of mental health professionals and serve as gatekeepers of the profession. Training programs can support faculty in feeling prepared to take on these responsibilities by helping faculty be aware of and utilize their personal strengths to rise to the challenges.

This study should be conceptualized within the context of the current cultural climate. We are living in a time characterized by an increase in the visibility of racial, social, and political events. Training programs are undoubtedly being affected by the larger cultural issues and are

being challenged in new ways in regards to the development of trainees. Faculty are often tasked with striking a balance between respecting student autonomy/values and fostering students' development in providing culturally sensitive and competent care. While there are not many studies that assess the influence of the larger sociopolitical issues on training programs, it is hoped that this study provides a starting place to further investigate this area of education and training.

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Appendix A
Electronic Information Letter

Auburn University
Auburn University, Alabama 36849-5604
Department of Special Education, Rehabilitation and Counseling

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER for a Research Study entitled "Faculty's Responses to Students Exhibiting Issues of Professional Competence"

You are invited to participate in a research study investigating faculty's responses to students exhibiting issues of professional multicultural competency. This study has been approved by Auburn University's Institutional Review Board for the Protection of Human Subjects in Research [Protocol # 15-343 EP 1509]. The study is being conducted by C. Veronica Crawford M.Ed. under the direction of Melanie Iarussi, PhD in the Auburn University Department of Special Education, Rehabilitation and Counseling. You were selected as a possible participant because you are a faculty member at an APA-accredited or CACREP-accredited training program.

If you decide to participate in the research study, you will be asked to complete an online survey. Your time commitment will be approximately 15-20 minutes. You will be asked to provide commentary on how you would respond to a vignette and will be presented with additional questions as it relates to your personal experiences with training. At the end of the study, participants can choose to enter a drawing for one of three $25 Starbucks gift cards.

The risks associated with participating in this study are minimal but may include discomfort when completing survey questions and / or stress related to inward reflection. To minimize these risks, we are making you aware of the nature of the study.

If you participate in this study, you will be contributing to the study of training and professional development as it relates to issues of competency. You will be presented with 3 brief scenarios describing students with a potential issue of professional competence and asked to reflect on how you would respond to the issue. You will also be presented with several questions thereafter. There is no cost associated with participation in this research study.

Your participation is completely voluntary. If you change your mind about participating, you can withdraw at any time before you complete the survey by closing your browser window. Once you submit your survey, it will not be identifiable, and therefore, your survey cannot be withdrawn. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Special Education, Rehabilitation and Counseling, or the researcher.

Any information obtained in connection with this study will remain anonymous. Information

obtained through your participation will be used to meet educational requirements and may be used for conference/research presentations and publications.

If you have questions about this study, please contact C. Veronica Crawford, principle investigator, by email at czc0046@tigermail.auburn.edu. You are welcome to print this document for your personal records.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review board by phone 334-844-5966 or email at IRBadmin@auburn.edu or IRBChair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from September 10, 2015 to September 9, 2016. Protocol # 15-343 EP 1509.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. CLIKING "I AGREE" BELOW INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Appendix B
Recruitment Message

Dear Training Director,

My name is C. Veronica Crawford, and I am a doctoral candidate in Auburn University's Counseling Psychology Program. I am interested in furthering our knowledge regarding faculty's responses to students exhibiting issues of professional competency as it relates to multicultural issues. The participation of your faculty in this study is valuable and much appreciated in increasing our understanding in this area of education and training. Please forward this email (see below) to faculty in your program.

Dear Faculty,

My name is C. Veronica Crawford, and I am a doctoral student in Auburn University's Counseling Psychology Program. I am interested in furthering our **knowledge regarding faculty's responses to students exhibiting issues of professional multicultural competency**.

Are you a faculty member at an APA-accredited or CACREP-accredited program? YES?
Then you are invited to participate in this study approved by Auburn University's Institutional Review Board [Protocol # 15-343 EP 1509]. The study is being conducted under the direction of Melanie Iarussi, PhD in the Auburn University Department of Special Education, Rehabilitation and Counseling. Your participation in this study is valuable and much appreciated to increase our understanding in this area of education and training. I hope you will consider participating in the study below!!

The survey should take approximately **15-20 minutes to complete**. You will be asked to provide commentary on how you would respond to a vignette and will be presented with additional questions. Participants can choose to enter a drawing for **one of three $25 Starbucks gift cards**.

To participate in the study, please click the link below:
https://auburn.qualtrics.com/SE/?SID=SV_bO9rw1FmBYCOK0d

If you have questions about this research, please contact the Principal Investigator, C. Veronica Crawford, at czc0046@tigermail.auburn.edu.

Thank you in advance for your consideration, time, and participation!

C. Veronica Crawford, M.Ed.
Doctoral Candidate
Counseling Psychology
Auburn University

Appendix C
Scenarios

Faculty in counseling programs may encounter students who exhibit issues of professional competence. *Issues of professional competence* can be described as difficulty developing or maintaining levels of skill, functioning, and/or ethical, professional, or interpersonal behavior that are reasonably expected of a trainee at a given stage of training (Shen-Miller et al., 2011). You will be presented with three scenarios describing a student who potentially exhibits an issue with professional multicultural competence. Following the scenario, you will be presented with several questions.

Scenario:

#1: (a) J.B. is a student who is of a *different racial background from you* and is currently enrolled in the 3rd semester of a graduate-level program. **J.B. has been very vocal about views related to race in your class.** During your class period, J.B. made the following remark in a class discussion, "The race card is always being played. People need to stop being so sensitive."

i. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

ii. As the instructor of the course, what is your comfort level with responding to this student's behavior?

Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
○	○	○	○	○	○	○

J.B. has stated to others that she/he is more comfortable working with clients of their own race.

iii. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

iv. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

J.B. has been observed interrupting others of a different race frequently in class.

v. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

vi. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

(b) J.B. is a student who is of the *same racial background as you* and is currently enrolled in the 3rd semester of a graduate-level program. **J.B. has been very vocal about views related to race in your class.** During your class period, J.B. made the following remark in a class discussion, "The race card is always being played. People need to stop being so sensitive."

i. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

ii. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

J.B. has stated to others that she/he is more comfortable working with clients of their own race.

iii. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

iv. As the instructor of the course, what is your comfort level with responding to this student's behavior?

Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
○	○	○	○	○	○	○

J.B. has been observed interrupting others of a different race frequently in class.

v. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

vi. As the instructor of the course, what is your comfort level with responding to this student's behavior?

Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
○	○	○	○	○	○	○

#2: (a) B.D. is a student who is of ***different racial background from you*** and is currently enrolled in the 3rd semester of a graduate-level program. **B.D. has been very vocal about views related to sexual orientation in your class.** During your class period, B.D. made the following remark in a class discussion, "Homosexuality is a personal choice. It's immoral."

i. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

ii. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

B.D. has stated to others that she/he is more comfortable working with clients who identify as heterosexual.

iii. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

iv. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

B.D. has been observed interrupting others of a different sexual orientation frequently in class.

v. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

vi. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

(b) B.D. is a student who is of the *same racial background as you* and is currently enrolled in the 3rd semester of a graduate-level program. **B.D. has been very vocal about views related to**

sexual orientation in your class. During your class period, B.D. made the following remark in a class discussion, “Homosexuality is a personal choice. It’s immoral."

i. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

ii. As the instructor of the course, what is your comfort level with responding to this student’s behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

B.D. has stated to others that she/he is more comfortable working with clients who identify as heterosexual.

iii. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

iv. As the instructor of the course, what is your comfort level with responding to this student’s behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

B.D. has been observed interrupting others of a different sexual orientation frequently in class.

v. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

vi. As the instructor of the course, what is your comfort level with responding to this student’s behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

#3: (a) S.S. is a student who is of a *different racial background from you* and is currently enrolled in the 3rd semester of a graduate-level program. **S.S. has been very vocal about views related to spirituality in your class.** During your class period, S.S. made the following remark in a class discussion, "Islam teaches violence. Their extremist views need to stay in their own countries."

i. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

ii. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

S.S. has stated to others that she/he is more comfortable working with clients who have the same spiritual background as he/she.

iii. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

iv. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

(b) S.S. is a student who is of the *same racial background as you* and is currently enrolled in the 3rd semester of a graduate-level program. **S.S. has been very vocal about views related to spirituality in your class.** During your class period, S.S. made the following remark during a class discussion, "Islam teaches violence. Their extremist views need to stay in their own countries."

v. Imagining that you are the instructor of the course, how would you proceed after hearing this comment? Please provide a brief description.

vi. As the instructor of the course, what is your comfort level with responding to this student's behavior?

	Extremely Uncomfortable	Uncomfortable	Slightly Uncomfortable	Neutral	Slightly Comfortable	Comfortable	Extremely Comfortable
	○	○	○	○	○	○	○

Appendix D
Multicultural Personality Questionnaire

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = Totally Not Applicable
2 = Not Applicable
3 = Neutral
4 = Applicable
5 = Completely Applicable

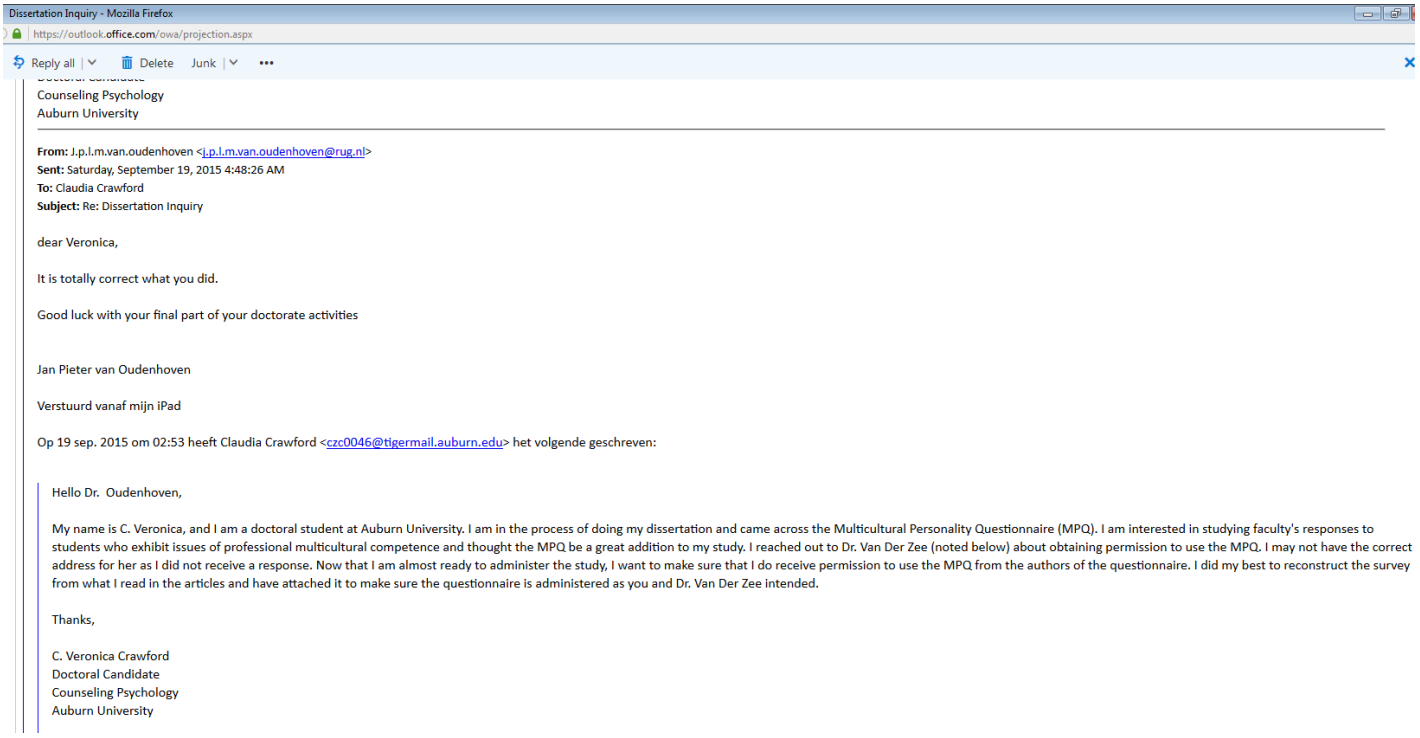
	Totally Not Applicable	Not Applicable	Neutral	Applicable	Completely Applicable
Pays attention to the emotions of others	1	2	3	4	5
Is a good listener	1	2	3	4	5
Senses when others get irritated	1	2	3	4	5
Getting to know others profoundly	1	2	3	4	5
Enjoys other people's stories	1	2	3	4	5
Notices when someone is in trouble	1	2	3	4	5
Sympathizes with others	1	2	3	4	5
Sets others at ease	1	2	3	4	5
Works according to strict rules	1	2	3	4	5
Works according to plan	1	2	3	4	5
Works according to strict scheme	1	2	3	4	5
Looks for regularity in life	1	2	3	4	5
Likes routine	1	2	3	4	5

Wants predictability	1	2	3	4	5
Functions best in a familiar setting	1	2	3	4	5
Has fixed habits	1	2	3	4	5
Takes the lead	1	2	3	4	5
Leaves initiative to others to make contacts	1	2	3	4	5
Finds it difficult to make contacts	1	2	3	4	5
Takes initiative	1	2	3	4	5
Is inclined to speak out	1	2	3	4	5
Is often the driving force behind things	1	2	3	4	5
Makes contacts easily	1	2	3	4	5
Is reserved	1	2	3	4	5
Worries	1	2	3	4	5
Gets upset easily	1	2	3	4	5
Is nervous	1	2	3	4	5
Is apt to feel lonely	1	2	3	4	5
Keeps calm when things don’t go well	1	2	3	4	5
Is insecure	1	2	3	4	5
Is under pressure	1	2	3	4	5
Is not easily hurt	1	2	3	4	5
Tries out various approaches	1	2	3	4	5
Is looking for new ways to attain his or her goal	1	2	3	4	5

Starts a new life easily	1	2	3	4	5
Likes to imagine solutions to problems	1	2	3	4	5
Is a trendsetter in societal developments	1	2	3	4	5
Has feeling for what's appropriate in culture	1	2	3	4	5
Seeks people from different backgrounds	1	2	3	4	5
Has broad range of interests	1	2	3	4	5

Source: Van Der Zee, K., Van OudenHoven, J. P., Ponterotto, J. G., & Fietzer, A. W. (2013). Multicultural Personality Questionnaire: development of a short form. *Journal of Personality Assessment, 95* (1), 118-124. Doi: 10.1080/00223891.2012.718302

Appendix E
Permission to Use the Multicultural Personality Questionnaire (MPQ)



Dissertation Inquiry - Mozilla Firefox

https://outlook.office.com/owa/projection.aspx

Reply all | Delete Junk | ...

Counseling Psychology
Auburn University

From: J.p.l.m.van.oudenhoven <j.p.l.m.van.oudenhoven@rug.nl>
Sent: Saturday, September 19, 2015 4:48:26 AM
To: Claudia Crawford
Subject: Re: Dissertation Inquiry

dear Veronica,

It is totally correct what you did.

Good luck with your final part of your doctorate activities

Jan Pieter van Oudenhoven

Verstuurd vanaf mijn iPad

Op 19 sep. 2015 om 02:53 heeft Claudia Crawford <czc0046@tigermail.auburn.edu> het volgende geschreven:

> Hello Dr. Oudenhoven,
>
> My name is C. Veronica, and I am a doctoral student at Auburn University. I am in the process of doing my dissertation and came across the Multicultural Personality Questionnaire (MPQ). I am interested in studying faculty's responses to students who exhibit issues of professional multicultural competence and thought the MPQ be a great addition to my study. I reached out to Dr. Van Der Zee (noted below) about obtaining permission to use the MPQ. I may not have the correct address for her as I did not receive a response. Now that I am almost ready to administer the study, I want to make sure that I do receive permission to use the MPQ from the authors of the questionnaire. I did my best to reconstruct the survey from what I read in the articles and have attached it to make sure the questionnaire is administered as you and Dr. Van Der Zee intended.
>
> Thanks,
>
> C. Veronica Crawford
> Doctoral Candidate
> Counseling Psychology
> Auburn University

Appendix F
Demographic Survey

1. Gender:

Male

Female

Transgender

Other (Please Specify)

2. Age:

3. Race/Ethnicity:

- European American
- African American
- Asian American
- Hispanic/Latino (a)
- Pacific Islander
- Native American
- Multiracial/ethnic
- Other (Please Specify):

4. How long have you worked as a faculty member? Please round to the nearest year.

Years

5. How long have you worked in your current position? Please round to the nearest year.

Years

6. How many academic courses have you completed related to diversity/multicultural issues?

7. How many professional development workshops/trainings you have attended related to diversity/multicultural issues.

- 0-4
- 5-9
- 10-14
- 15-20
- More than 20

8. How frequently do you interact with students who you were concerned exhibited *issues of professional competence*?

Note: *Issues of professional competence* can be described as difficulty developing or maintaining levels of skill, functioning, and/or ethical, professional, or interpersonal behavior that are reasonably expected of a trainee at a given stage of training (Shen-Miller et al., 2011).

- Never
- Less than 1 time/year
- 1-2 times/year
- 3-4 times/year
- 5 or more times/year

9. During your tenure as a faculty member, approximately how many students have you interacted with who you were concerned exhibited *issues of professional competence?*

10. Does your work setting have a specific protocol for how to deal with students with problems of professional competence?

- Yes
- No
- I don't know

11. What is your professional identity?

- Counselor Education
- Counseling Psychology
- Clinical Psychology
- School Psychology
- Other (Please Specify):

12. What is the rank of your professorship?

- Adjunct Faculty
- Assistant Professor
- Associate Professor
- Full Professor
- Other (Please Specify):

13. What are your clinical/research interests?