

Incorporating Diversity Content Into Courses and Concerns About Teaching Culturally Diverse Students

Teaching of Psychology
2018, Vol. 45(2) 146-153
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DOI: 10.1177/0098628318762875
journals.sagepub.com/home/top


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Abstract

I examined concerns surrounding teaching culturally diverse students and attitudes toward incorporating diversity content into courses, held by a national sample of psychology educators ($N = 91$). Findings indicated that as instructors' personal acceptance of culturally diverse students increased, instructors' level of "backlash" attitudes toward those students decreased, and instructors attached a greater level of importance to incorporating diversity issues into their course content. Lower levels of instructor concern surrounding managing cultural differences in the classroom was associated with instructors attaching a greater level of importance to incorporating diversity issues into course content. Instructors of color spent a significantly greater amount of class time teaching about diversity issues in their psychology courses than their European American counterparts. I discuss implications of these findings for established and future psychology educators.

Keywords

cultural diversity, college student teaching, faculty development

The cultural diversity of the student body in higher education has increased over the last decade (cf. Kena et al., 2016; Kewal-Ramani, Gilbertson, Fox, & Provasnik, 2007). Specifically, recent data on the number of racially diverse baccalaureate degree earners in psychology show that, between the years of 2000 and 2009, African American, Latino/Latina American, and Asian American graduates have increased by more than 6% (National Science Foundation, 2012). This change in the racial demography of psychology students mandates that psychology faculty learn more about the factors that affect instructors' abilities to incorporate diversity content into their courses and instruct their culturally diverse students in a culturally competent manner. Unfortunately, during the past two decades, two separate national surveys (Prieto et al., 2009; Simoni, Sexton-Radek, Yescavage, Richard, & Lundquist, 1999) have reported consistent and continuing issues for psychology faculty with respect to incorporating diversity content into courses and instructors' confidence in teaching culturally diverse students.

Based on their national survey of approximately 700 psychology educators who were members of APA Division 2 (Society for the Teaching of Psychology [STP]), Simoni, Sexton-Radek, Yescavage, Richard, and Lundquist (1999) indicated, on average, their sample of psychology instructors reported it was "somewhat important" to "important" to incorporate diversity issues into their classes, and the largest portion of their sample (40%) reported doing so for "a couple of class sessions" during their courses. In terms of identified "barriers"

to the incorporation of diversity content into their courses, psychology instructors in this sample indicated "time constraints" as their largest problem. In addition, 27% of this same sample indicated that incorporating diversity content was "not relevant" to their course work.

A decade later, in a follow-up national survey of 650 members of STP (most of whom did not respond to the 1999 survey), and similar to Simoni et al. (1999), Prieto et al. (2009) found faculty thought it was "important" to incorporate diversity issues into classes, with the majority of teachers reporting doing so for approximately 10% of the time during the courses they teach. Mirroring the findings of Simoni et al. (1999), more than one third of the Prieto et al. sample endorsed "time constraints" as the chief barrier they perceived to incorporating diversity content into their courses. Finally, 21% of the Prieto et al. sample of psychology educators indicated that diversity content was "not relevant" to their courses.

This evidence makes clear that the goal of assisting psychology educators to increase their cultural competency and infusion of diversity content in their classrooms remains a needed focus for investigators within the teaching of psychology.

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Scholars have frequently called for increased attention to the infusion of diversity issues within the psychology curriculum and have also called for applying evidence-based instructional strategies and best practices to teaching about cultural diversity, in order to enhance the short- and long-term effectiveness of teaching in this area for psychology students (Boysen, 2011a; Buskist, Zuckerman, & Busler, 2012; Dunn, Halonen, & Smith, 2008; Earnest, Rosenbusch, Wallace-Williams, & Keim, 2016; Freeman, 2006; Hammer, 2008; Littleford et al., 2010). However, less cited is the need for psychology faculty to professionally self-examine and foster personal growth in areas that will help them to achieve these competencies. Culturally competent pedagogy in psychology, in part, rests upon the foundation of the psychology professoriate being able to use themselves as a tool when teaching about diversity issues. That is, instructors' ability to both ground and relay psychology course content, within appropriate cultural contexts, is a direct function of their own knowledge, self-awareness, and skills when carrying out interactions with students in their classrooms. The purpose of my study, therefore, was to provide an updated examination of psychology educators' perspectives on dealing with the cultural diversity of their students as well as educators' attitudes toward incorporating about diversity content into their courses—issues that are basic and foundational elements of culturally competent teaching.

Method

Participants

I conducted a post hoc power analysis using G*Power (Faul, Erdfelder, Lang, & Buchner, 2007) to determine the critical F value needed and statistical power available, using my obtained sample size, to detect an effect size of 0.25 at $p < .05$, given the analyses of variance (ANOVA) used in my study. G*Power determined that the critical value for F tests rested at 3.95, offering a power coefficient of .65.

Ninety-one psychology faculty returned usable data. Seventy-two percent of the participants were women. Participants reported a mean age of 44 years ($SD = 11.6$, range = 25- to 69-year-olds). Eighty-one percent reported their race as European American, 5% as African American, 5% as Asian American, 3% as Latino/Latina American, 1% as American Indian, and 5% as "Other." Eighty-five percent of the sample held the doctoral degree. Regarding their training specialty area, the largest part of the sample (26%) reported receiving their degree in social psychology. Other frequently listed specialties were cognitive (15%), developmental (11%), counseling (11%), and clinical (9%), with all aforementioned specialties accounting for approximately two thirds of the sample. The majority of participants reported holding various higher education academic ranks (adjunct, 8%; assistant, 26%, associate, 26%, and full professor, 24%), with the remainder of the sample indicating other instructional positions (high school teacher, 2%; other, 14%). Sixty-one percent reported teaching

at public institutions, including doctoral granting, 4-year, and community college sites.

Measures

Diversity attitudes questionnaire. I asked respondents to answer several questions identical to those asked of participants in the Prieto et al. (2009) national survey, including items concerning their academic credentials and positions, the types of institutions at which they taught, the basic demography of the students they taught, the barriers they perceived to incorporating diversity issues in their classes, and, their attitudes toward, and experiences with, teaching about diversity. Also, using a Likert-type scale with polar anchors of 1 (*not accepting/important*) to 5 (*very accepting/important*), I asked participants to indicate the extent to which they personally felt accepting of diverse persons as well as how important they believed it was to incorporate diversity issues into their courses. Finally, I asked participants how much time they typically spent discussing issues of diversity during their classes.

Concerns About Teaching Culturally Diverse Students (CATCDS). The CATCDS (Prieto, 2015) consists of 21 items, using a 5-point Likert-type scale, with 1 (*always true*) and 5 (*never true*) as polar anchors. Lower scores on the CATCDS subscales indicate greater concerns about dealing with culturally different students. The CATCDS items assessed teacher concerns and attitudes across three subscale domains: (1) *Managing Cultural Differences* (MCD), (2) *Teacher Backlash Attitudes* (TBA), and (3) *Negative Student Perceptions* (NSP). These subscales were based on a set of similar empirically supported domains put forward by Cardemil and Battle (2003), which they found enhanced professional psychologists' cross-cultural relational abilities. More specifically, the CATCDS items and subscale structure were patterned very closely after a well-validated measure created by Wei, Chu-Lien Chao, Tsai, and Botello-Zamarron (2012), which assessed psychotherapists' cross-cultural abilities based on the same domains established by Cardemil and Battle (2003). Alpha coefficients for NSP, TBA, and MCD were .80, .80, and .83, respectively.

Procedures

My study was approved by the Institutional Review Board (IRB) at Iowa State University. I offered a drawing to participants, to win a small gift certificate (\$50), to motivate response. I sent an email, with a URL link to research materials, across the STP listserv "PsychTeacher™" in an open call for participation. This initial email invitation to participate was followed up later by a second invitation. The PsychTeacher™ listserv is populated by psychology instructors at high school through postsecondary institutions throughout the United States and Canada.

Data were collected through the Qualtrics™ software system, an online survey platform. Upon accessing online materials, participants were provided with informed consent information and were asked to affirmatively indicate their

Table 1. Barriers to Incorporating Diversity Issues.

	Percentage Indicating Barrier
Time constraints prevent teaching about diversity issues	55
Diversity issues not relevant to instructional material	32
Textbooks are not diversity-oriented	31
Student apprehension surrounding teaching about diversity issues	29
Lack of training or preparation	20
Influence of community climate	16
Influence of campus climate	15
College curriculum is limited regarding diversity issues	11
Little department support to teach about diversity issues	10
Lack of adequate resources to assist in teaching about diversity issues	9

willingness to participate. Upon affirmation, participants responded to a questionnaire concerning their diversity attitudes and experiences with teaching about diversity (cf. Prieto et al., 1999) and the CATCDS instrument.

Results

Teacher Academic Experience and Student Characteristics

The sample reported having taught psychology for an average of 15 years ($SD = 10$ years). Regarding average class size, instructors reported teaching a mean of 37 students in their classes ($SD = 28$). Instructors reported that students in their courses were primarily European American (65%) and female (70%). Instructors reported the racially diverse students in their classes were mostly comprised of African Americans (13%), Latino/Latina Americans (11%), and Asian Americans (7%). Approximately one quarter (27%) of the sample reported having taught a class specifically on human diversity (broadly defined) during their teaching careers.

Instructors' Attitudes Toward Diversity Issues

Instructors rated their personal acceptance of diverse persons as quite high ($M = 4.74$, $SD = 0.55$). They generated a slightly lower mean score for the importance they placed on incorporating diversity issues into their course work ($M = 4.36$, $SD = .83$). Instructors reported spending an average of 18% ($SD = 17\%$) of class time on diversity-related topics.

Barriers to Incorporating Diversity Content

Table 1 shows the percentage of participants in the sample that endorsed each factor as a barrier; the total percentage exceeded 100%, as instructors could identify as many barriers as they

perceived existed. The most frequently endorsed barriers were having insufficient time to incorporate diversity content into courses; believing that diversity content was not relevant to their courses; an inability to find textbooks that are diversity-oriented; and students' apprehension surrounding teaching about diversity issues.

Descriptive Data for the CATCDS

The sample generated a mean score on the NSP subscale of 3.8 ($SD = .56$, "Rarely True" range); 3.9 ($SD = .66$, "Rarely True" range) on the TBA subscale; and 3.5 ($SD = .62$, "Sometimes True" range) on the MCD subscale. The NSP and MCD subscales were statistically significantly related to each other ($r = .54$, $p < .001$), with the other intersubscale relations being nonsignificant (NSP and TBA, $r = .19$; MCD and TBA, $r = .16$).

Emphasized CATCDS concerns. Certain individual CATCDS items demonstrated sample mean scores that descriptively indicated more deeply felt concerns of the sample; these items fell within the qualitative anchor range of *Sometimes True*. These more strongly held concerns included: "I worry I'll accidentally say or do something that might upset culturally diverse students"; "I feel unsure about handling culturally diverse students' reactions concerning cultural differences or conflicts"; "I don't feel well trained or prepared to deal with issues of cultural difference in the classroom"; "I suspect, at some point, I might have hurt the feelings of culturally diverse students"; and, "I am unsure about how to handle cultural differences or conflicts between my students and me." Table 2 contains a full listing of each CATCDS item, its associated CATCDS subscale, mean sample score, and SD .

Relations Among CATCDS Subscales and Instructor Attitudes

Participants' endorsements on the CATCDS subscales had the following relations with instructor attitudes: TBA and the extent of instructors' personal acceptance of diverse persons ($r = .26$, $p < .03$); TBA and the extent to which instructors incorporate diversity issues into their courses ($r = .43$, $p < .001$); and MCD and the extent to which instructors incorporate diversity issues into their courses ($r = .31$, $p < .01$). Certain teacher attitude variables were also statistically significantly related to one another: the extent of instructors' personal acceptance of diverse persons and the extent to which instructors incorporate diversity issues into their courses ($r = .24$, $p < .04$) as well as how much time instructors typically spent covering issues of diversity during their classes and the extent to which instructors incorporate diversity issues into their courses ($r = .29$, $p < .01$).

These correlational findings indicated that as less positive attitudes toward culturally diverse students decreased, instructors attached a greater level of importance to including diversity content in their classes. Also, as instructors' personal

Table 2. CATCDS Item Descriptive Data (Strongest Concerns First).

	Scale	M (SD)
I worry I'll accidentally say or do something that might upset culturally diverse students	MCD	2.99 (0.95)
I feel unsure about handling culturally diverse students' reactions concerning cultural differences or conflicts	MCD	3.11 (0.95)
I don't feel well trained or prepared to deal with issues of cultural difference in the classroom	MCD	3.26 (0.99)
I suspect, at some point, I might have hurt the feelings of culturally diverse students	NSP	3.29 (0.87)
I am unsure about how to handle cultural differences or conflicts between my students and me	MCD	3.50 (0.84)
I feel unable to let culturally diverse students know I have limited knowledge of their cultures	MCD	3.62 (0.91)
I believe all students should follow the traditional cultural values upon which U.S. higher education was built	TBA	3.63 (1.0)
I tend to expect that culturally diverse students will need extra help to do well in class	NSP	3.64 (0.77)
Most culturally diverse students are not well prepared academically to succeed in college	TBA	3.73 (0.73)
I sometimes wonder if culturally diverse students think I am sexist, racist or homophobic	NSP	3.77 (0.94)
I feel uncomfortable addressing the issue of cultural differences during classroom instruction	MCD	3.81 (0.82)
I believe admissions and scholarships should be free from affirmative action considerations	TBA	3.84 (1.1)
I believe culturally diverse students are afraid of me or find me unapproachable	NSP	3.86 (0.84)
I often think too big of a deal is made about cultural differences in teaching and learning	TBA	3.87 (1.0)
I suspect culturally diverse students are biased against me and don't give me a chance	NSP	4.00 (0.86)
I wonder if culturally diverse students think less well of me than White, heterosexual or male students do	NSP	4.05 (0.87)
I dislike it when culturally diverse students speak non-English languages in class	TBA	4.06 (1.0)
These days, White, heterosexual or male students get treated less well than culturally diverse students	TBA	4.06 (0.78)
It's hard for me to understand how cultural issues can affect diverse students' classroom performance	MCD	4.09 (0.94)
I think culturally diverse students believe I do not care about their success in college	NSP	4.11 (0.70)
I believe that culturally diverse students are coddled too much in academia	TBA	4.14 (0.94)

Note. CATCDS = Concerns About Teaching Culturally Diverse Students; MCD = Managing Cultural Differences; TBA = Teacher Backlash Attitudes; NSP = Negative Student Perceptions.

acceptance of culturally diverse individuals increased, their less positive attitudes toward culturally diverse students decreased. As instructors concerns about MCD in their classrooms decreased, the level of importance they attached to including diversity content into their classes increased. Last,

as instructors attached a greater level of importance to including diversity content into their courses, they reported spending more time teaching about diversity issues in their courses.

Comparative Analyses

CATCDS subscales by instructor sex and race. Based upon past research indicating that certain demographics have an effect on psychology teachers' and students' attitudes surrounding diversity issues in the classroom (cf. Bennett, 1982; Ocampo et al., 2003; Reid, 2010), I examined teacher race and sex as to their effects on participant CATCDS subscale scores. Given the lower number of instructors of color in the sample, for all analyses concerning race, I collapsed all instructors of color into one group to compare against European American instructors. Also, because a moderate level of correlation among all dependent variables is a predicate for a valid multivariate ANOVA (see Tabachnick & Fidell, 2012), and two of the three CATCDS subscales showed low magnitude relations with each other, I chose to run a series of 3 two-way ANOVA analyses on the CATCDS subscales. To safeguard against the possibility of inflating the Type 1 error rate for these analyses, I employed a Bonferonni-corrected α rate of $p < .016$. The three-way ANOVA on each of the CATCDS subscales were nonsignificant.

Teacher attitudes toward diversity by sex and race. I also ran a series of two-way ANOVAs examining instructor race and sex by their personal acceptance of diverse persons, the importance they attached to incorporating diversity content into their courses, and how much time they typically spent teaching about issues of diversity during class. Again, to safeguard against the possibility of inflating the Type 1 error rate for these analyses, I employed a Bonferonni-corrected α rate of $p < .016$. Only the ANOVA concerning how much time instructors typically spent teaching about issues of diversity during classes was statistically significant, $F(1, 67) = 6.93, p = .011, \eta_p^2 = .094$, with instructors of color spending a greater percentage of their class time teaching about diversity issues than their European American counterparts.

In order to find how previously teaching diversity course(s) affected instructors' reported percentage of class time devoted to teaching about diversity issues, I ran a two-way ANOVA on time spent teaching about diversity issues in courses by instructor race and history of ever having taught a diversity-centered course. I found a statistically significant interaction effect, $F(1, 61) = 41.35, p < .001, \eta_p^2 = .040$, indicating that instructors of color who had previously taught a diversity-centered course spent more time teaching about diversity issues in their courses ($M = 60\%$ of class time) than did their European American counterparts who had never taught a diversity-centered course ($M = 14\%$ of class time). There were also statistically significant main effects showing that instructors of color, $F(1, 61) = 29.86, p < .001, \eta_p^2 = .033; M = 35.4$ versus $M = 16.6$, as well as those who had previously taught a diversity-centered course, $F(1, 61) = 63.19, p < .001, \eta_p^2 = .051; M = 39.62$ versus

$M = 12.37$, spent more time teaching about diversity content in all their courses.

Discussion

Despite increasing calls for psychology faculty to infuse diversity issues to a greater degree into their curriculum and to heighten their cultural competency in the classroom (Boysen, 2011a; Buskist et al., 2012; Dunn et al., 2008; Earnest et al., 2016; Freeman, 2006; Hammer, 2008; Littleford et al., 2010), results obtained from national surveys of psychology instructors over the past several years show less than expected progress toward these goals. My current national sample of psychologists still continued to report concerns over how to handle cultural interactions in the classroom, still claimed that time constraints were responsible for a failure to incorporate diversity content into their courses, and a sizable number of psychology instructors in my sample still regard diversity content as irrelevant to their courses. On the positive side, psychology instructors reported a very high level of acceptance of diverse persons and students, a very high level of importance regarding the infusion of diversity content into their courses, and concerns regarding interactions with culturally diverse student based largely on fear of misunderstandings or committing unintentional *faux pas* in the classroom during teaching. This is a very encouraging and highly positive baseline on which to build in furthering culturally competent pedagogy in psychology. Interestingly, despite this highly endorsed level of support and understanding some issues remain consistently viewed by my sample as hurdles to their incorporation of diversity-related material into their course content and their reported level of current practices of doing so.

Overall, these long-standing concerns suggest a need for a renewed mandate to stimulate training, across all specialty areas in psychology, both during and after graduate education, to offer future (and current) faculty the opportunity to cultivate self-awareness, solidify their practical skills in teaching culturally diverse students and incorporate diversity content into their courses.

In terms of a baseline of diversity training received by professional psychologists, studies have consistently found low levels of such training required for graduate students in applied programs (see Bernal & Castro, 1994). These findings, while discouraging, are still likely reflecting percentages of required diversity training for applied psychologists that is *higher* than that currently required for the psychology professoriate as a whole given that psychology educators hail from a significantly greater span of specialties than those few represented within applied psychology. Given this, education and training in the area of cultural diversity is called for in *every* specialty area that expects its graduates to teach psychology students.

One way in which to provide such training would be through requiring all psychology graduate students to take a Teaching of Psychology course that covers key diversity-related issues in pedagogy. A recent compendium regarding graduate-level training in the teaching of psychology,

providing information from 51 graduate psychology programs in the country, indicated few that reported diversity-oriented training elements within their psychology teacher training methods or courses (see Beers, Hill, & Thompson, 2012). Moreover, an earlier national survey by Buskist, Tears, Davis, and Rodrigue (2002) reported that far less than a majority (42%) of the 98 departments of psychology they sampled offered their graduate students a Teaching of Psychology course. In a separate, national survey examining various graduate teaching training methods among 181 departments of psychology (Meyers & Prieto, 2000), a similar nonmajority of respondents (43%) reported offering their graduate students a Teaching of Psychology course. More recent data, from the American Psychological Association's *Graduate Study in Psychology* (American Psychological Association, 2008), indicated a slightly higher percentage of departments listing the provision of a Teaching of Psychology course (65% of 190 departments reviewed; Boysen, 2011b). Regardless, given the less than common presence of this course for psychology graduate students, it behooves departments of psychology to find additional and consistent ways in which to offer diversity training to their future faculty.

With respect to other barriers that psychology educators consistently report as keeping them from infusing diversity content into their courses, my current findings, as well as those from the two previous national surveys done by Simoni et al. (1999) and Prieto et al. (2009), continue to indicate that time constraints remain a large factor in faculty decisions to not incorporate diversity content into their courses. Without question, keeping up on the current research in any specialty area in order to update and prep courses is an extremely time-consuming task, and this task is only one of the many time-consuming tasks in which faculty must engage. However, as Parkinson's Law (1955) states: "Work expands so as to fill the time available for its completion." That is, instructors who incorporate diversity issues into all course content do so because it is an indispensable part of teaching comprehensively, and so they simply ensure such inclusion is a part of their preparation efforts. If all psychology educators recognize that the inclusion of diversity content is an indispensable part of the core content for their courses, so too will they make time to include such information. Time restriction is simply not a reasonable barrier if psychology educators view the incorporation of diversity issues into their courses as a *sine qua non* of comprehensive teaching and learning.

Related, the perceived barrier of viewing diversity content as irrelevant to certain psychology courses is also not a reasonable barrier if educators view the incorporation of diversity issues into any course content as a *sine qua non* of comprehensive teaching and learning. That is, *every* specialty of psychology has some diversity content that is relevant to cover when instructing students. Rather than building an argument for this assertion, I will simply refer educators to one outstanding report (amongst many resources that are available), published by the APA Commission on Ethnic Minority Recruitment, Retention, and Training Task Force Textbook Initiative Work

Group (Trimble, Stevenson, & Worell, 2003). This report has for more than a decade served as a way for textbook publishers and instructors to ensure that diversity-related information is included in textbooks and available for students to learn through instructors' pedagogy. This detailed guide provides specific suggestions and information points on various aspects of diversity-related content that can be infused into any psychology course from biological bases of behavior to research methods and statistics. As to the related barrier concerning the unavailability of diversity-inclusive textbooks, at this point in time, psychology educators now have available, far more than did past generations of teachers, specialty books, chapters, or articles related to diversity content for any specialty area of psychology.

Last, as to the perceived barrier surrounding student apprehension should faculty infuse diversity content into their psychology courses, the available empirical evidence can offer some results to offset this concern. Directly concerning diversity-centered courses, Organista, Chun, and Marin (2000) found that students in their course on ethnic diversity in psychology were quite receptive to the content, and very few students reported any negative emotional responses to the material. Course evaluations also reflected students' positive feelings about their learning and experiences in this class. Case and Stewart (2010) reported similar outcomes in a course focusing on heterosexist issues as did Kernahan and Davis (2007) when they surveyed psychology students' reactions during a course on race and prejudice. In fact, Kernahan and Davis (2010) later reported that students' learning gains and positive reactions to diversity courses appear to have longitudinal staying power, with such growth effects apparent even after an intervening year following students' initial exposure to diversity content.

More to this point, concerning the heterogeneous group of students typically present in the introductory psychology course, Ellicker, Snell, and O'Malley (2010), Gharib and Phillips (2012), and Littleford (2013) all reported that their introductory psychology students held very supportive attitudes toward having diversity content incorporated into their course content. Their students also believed that exposure to diversity content increased their understanding of course concepts, increased their ability to apply course content to their life experiences, and helped to improve their understanding of how culture influences the diagnosis and treatment of mental illness. Other psychology educators have found similar ways, via service learning or career exploration courses (Peterson, Wardwell, Will, & Campana, 2014) group activities in class (Wickline, 2012), or study abroad experiences (Wesp & Baumann, 2012) to infuse diversity content into their course activities with good success. In sum, the empirical evidence indicates that incorporating diversity issues into the content of virtually any psychology course appears to benefit psychology students. Although diversity courses obviously need to be taught with sensitivity toward both culturally diverse and majority culture students to prevent adverse reactions, psychology educators' concerns over students' apprehension about

dealing with diversity content in psychology courses may be assuaged by the body of findings that show student appreciation for being exposed to such material.

A chief finding of my study concerned the fact that psychology instructors of color spend a significantly greater amount of time teaching about diversity issues in their classes, as do those instructors, of any race, who have previously taught a diversity-centered course. As I did not gather data on the number of diversity courses routinely taught by participants, it is difficult to say the extent to which this variable inflated or deflated time spent teaching about diversity issues. It is reasonable to assume faculty who have taught a diversity-centered course routinely or even occasionally in their teaching load have had a greater opportunity to acquire and apply their knowledge in any non-diversity courses they might teach. Regardless, what is most needed is for *all* psychology educators to learn content material regarding diversity, as it applies to the various "non-diversity" courses they teach.

As psychology instructors elect to commit themselves to incorporating diversity content into their courses, they need not adopt an "all-or-nothing" approach to doing so. A gradual, yet intentional, exposure to relevant resources concerning diversity issues may be a good way to start. All psychology educators have spent years slowly building their expertise in specialty areas; learning in the area of cultural diversity would be no different. For example, adding a small amount of diversity-related content to course materials each semester can help to establish a foundation upon which instructors can build over time. Even if "expertise" in diversity issues is neither desired nor attained by psychology educators, any knowledge and competencies they do acquire can be of great value to psychology students.

Limitations

My study has limitations. My sample size was not large which can raise concerns about generalizability. However, my findings clearly reflect the same findings reported in similar studies across a long period of time—studies that represent collective independent reports from over a thousand different psychology educators across the country. Regardless, my findings, especially concerning comparisons between instructors of different racial demography as to the time they spend teaching about diversity issues in their courses, need to be replicated. Related, a full picture of psychology educators' experience regarding their history of teaching diversity courses is a key variable to account for in future studies, as this variable likely directly affects the extent to which psychology educators teach diversity content within their "non-diversity" courses. Also, investigators need to gather more detailed information from future respondents concerning the ways in which their institutions offer (or do not offer) support and training to enable psychology instructors to acquire cultural competency in the classroom. This can help to clarify the issues of availability, motivation, and effectiveness with regard to the benefit instructors acquire from any extant diversity training resources.

Finally, my results come from a group of participants who voluntarily offered to share their thoughts and experiences. It may be the case that those who did not choose to take part in my research might differentially perceive and endorse barriers to incorporating diversity content into their courses. They may also hold different attitudes about managing diversity issues in their classrooms, harbor different feelings toward culturally diverse students, and hold different concerns about how they are viewed by the culturally diverse students they teach. Finally, I did not assess in any way the presence of socially desirable responding among the participants from whom I did collect data, so I cannot rule out the fact that some impression management forces were at work with respect to self-reported perspectives surrounding diversity issues. Controlling for socially desirable responding among research-savvy psychologists may prove to be a difficult challenge.

Due to these possibilities, a potentially more beneficial way to continue this line of research may be to assess more locally (e.g., institutionally) what the attitudes and competencies of psychology faculty are regarding instructing culturally diverse students and incorporating diversity content into their courses. A more local approach can better account for various idiosyncratic, geographic, and environmental effects that can influence educators' knowledge and behavior and help to determine the best way to proceed with helpful training and professional growth. In turn, published results generated from these types of investigations may help to guide departments of psychology nationwide toward effective efforts to improve the infusion of diversity content into the entire curriculum and to work with their increasingly culturally diverse student bodies. Further, offering faculty complete anonymity to encourage their forthright reporting and genuine disclosure of attitudes may improve local assessment of needed areas for growth. Finally, the use of outside consultants and trainers may be a good way in which to lower faculty members' uncertainties (and possible defensiveness) and foster their collective growth.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author received no financial support for the research, authorship, and/or publication of this article.

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