DEVELOPMENT OF THE *CLASSROOM RACIAL DIALOGUE*

SELF-EFFICACY SCALE

Approved: Dominic Barraclough Date: April 27, 2012

DEVELOPMENT OF THE *CLASSROOM RACIAL DIALOGUE SELF-EFFICACY SCALE*

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Masters of Science

in

Education

---

by

Katherine C. Bucko

2012

Abstract

DEVELOPMENT OF THE *CLASSROOM RACIAL DIALOGUE SELF-EFFICACY SCALE*

Katherine Bucko

Under the Supervision of Dominic Barraclough, Ph.D.

Incidents of racial tension and race-based harassment are increasing on American college campuses while minority students express general discontent with how institutions address racial issues. In response, several studies have explored the impact of facilitating dialogues on race in the classroom (Sue, Lin, Torino, Capodilupo, and Rivera, 2009; Sue, Torino, Capodilupo, Rivera, and Lin, 2009; Sue, Rivera, Capodilupo, Lin, and Torino, 2010). This seminar paper proposes to build off the suggestion that White faculty, with appropriate professional development, could learn techniques to facilitate beneficial classroom dialogues on race. The development of the *Classroom Racial Dialogue Self-Efficacy Scale* will be proposed to assess University of Wisconsin-Platteville faculty members' self-perceived abilities to hold effective classroom dialogues on race.

Keywords: Scale development, self-efficacy, multicultural competence, racial microaggressions, higher education

TABLE OF CONTENTS

Chapter One: Introduction

American colleges and universities have increasingly become more racially diverse at the same time that high schools grow increasingly segregated (Rankin & Reason, 2005, p. 43). As a result, incidents of racial tension, race-based harassment, and minority students' general discontent with how institutions address racial issues are increasing on colleges campuses, particularly at historically and predominantly white colleges (Harper & Hurtado, 2007).

Recent research on campus climates shows three emerging themes: differential perception of campus climates by race, racial minority student reports of prejudicial treatment and racist campus environments, and benefits associated with campus climates that facilitate cross-racial engagement (Harper & Hurtado, 2007). Additionally, institutionalized racism in the form of colorblind philosophy and racial microaggressions have been shown to have negative academic and cognitive impact on students of color (Cabrera, Nora, Terenzini, Pascarella and Hagedorn, 1999; Purdie-Vaughns, 2004; Neville, Coleman, Falconer, & Holmes, 2005; Constantine & Sue, 2007; Constantine, 2007; Purdie-Vaughns, Steele, Davies, Ditlmann, and Crosby, 2008).

In response, several studies have explored the impact of facilitating dialogues on race in the classroom (Sue, Lin, Torino, Capodilupo, and Rivera, 2009; Sue, Torino, Capodilupo, Rivera, and Lin, 2009; Sue, Rivera, Capodilupo, Lin, and Torino, 2010), the effects of cross-racial interaction (Chang, Astin, and Kim, 2004; Mendoza-Denton and Page-Gould, 2008) and differing perceptions of campus climate by race (Rankin and Reason, 2005). These studies suggest that building community in the classroom to foster cross-racial communication and interaction is a vital step in addressing negative campus climates. However, many faculty report feeling ill-prepared to guide such conversations (Sue, 2012, p. 234). Sue, Torino, et al. (2009)

sought to address several components of difficult dialogues on race, including: what characteristics make racial dialogues difficult for White faculty, what emotional reactions faculty experience during such dialogues, how these reactions affect the interactions, and what intervention strategies have been shown to be successful and unsuccessful. Their results showed that during difficult dialogues on race, both professors and students were often overcome with intense emotions, particularly anxiety, that prevented a successful facilitation of a cross-racial learning experience. The most salient barriers to effective teaching competence included fears of revealing personal biases, losing control of the classroom, an inability to understand the causes or dynamics of difficult dialogues, and a perceived lack of appropriate knowledge and skills to intervene (Sue, Torino, et al. 2009). Though difficult dialogues about race can have negative consequences in the classroom, this study also suggested several strategies White faculty could employ to facilitate successful racial dialogues: acknowledging emotions and feelings, self-disclosing personal challenges and fears, actively engaging participants in the classroom exchanges, and creating a safe space for racial dialogues.

This seminar paper proposes to build off of the suggestion that White faculty, with appropriate professional development, could learn techniques to facilitate beneficial classroom dialogues on race. In order to successfully develop and implement appropriate professional development strategies, a measure of faculty member's current self-perception of competence in regard to engaging difficult dialogues on race must first be established. The development of the *Classroom Racial Dialogue Self-Efficacy Scale* will be proposed to assess University of Wisconsin-Platteville faculty member's self-perceived abilities to hold effective classroom dialogues on race.

Statement of the Problem

Increased racial tension, race-based harassment, and negative academic and cognitive impacts on students of color are increasingly reported on college campuses. How can faculty be better prepared to meet the needs of their students in the face of racial conflict? How can we assess faculty member's self-efficacy in facilitating difficult classroom dialogues and race and use that information to inform professional development?

Purpose of the Research

The purpose of this seminar paper is to present the foundation for the development of a *Classroom Racial Dialogue Self-Efficacy Scale* for use at the University of Wisconsin-Platteville and at other higher education institutions. The intent is to establish the need for a measure of faculty members' self-perceived self-efficacy to facilitate difficult conversations about race and to collect information that could inform professional development for faculty seeking to increase their success in guiding difficult dialogues on race.

Significance of the Research

Several campus-based and nationwide initiatives have been developed in response to the aforementioned literature discussing the potential benefits of fostering difficult dialogues on race. The Difficult Dialogues Initiative, based out of the Difficult Dialogues National Resource Center, currently works with 16 higher education institutions on projects to advance respectful and transformative dialogue on complex and controversial issues like race (www.difficultdialogues.org). A scale assessing faculty self-efficacy to facilitate difficult dialogues on race in the classroom could potentially be used as an outcome measure for such initiatives. Use of the scale at the University of Wisconsin-Platteville would directly respond to

recent feedback on campus climate surveys that indicates dissatisfaction from both students and faculty in regard to how dialogues on race are managed.

Definition of Terms

Difficult Dialogues on Race: dialogues about contentious issues such as race, religion, sexual orientation, and conflicts in the Middle East (http://www.difficultdialogues.org/about/).

Racial Microaggressions: subtle, brief, commonplace exchanges that somehow, whether intentional or unintentional, communicate negative or demeaning messages to people of color (Constantine & Sue, 2007; Constantine, 2007).

Self-efficacy: the belief that one can effectively carry out a given behavior (Bandura, 1997).

Multicultural self-efficacy: perceived ability to successfully complete tasks when working with racially diverse populations (adapted from Sheu & Lent, 2007).

Delimitations of Research

Research to inform the proposed development of the scale was carried out over the course of the Fall 2011and Spring 2012 semesters with resources available through the University of Wisconsin-Platteville's Karrmann Library. Reference materials were collected with the use of advanced Boolean search parameters via online library databases such as EBSCOhost and PsychInfo. Additional references were gathered from the University of Wisconsin-Platteville's physical collection of peer-reviewed journals.

Method of Approach

This seminar paper is guided by a review of literature exploring best practices in regard to difficult dialogues on race. This review also presents the development of similar scales which establishes the precedent and need to develop a classroom racial dialogue self-efficacy scale.

Sources explored include peer-reviewed research studies in order to draw conclusions about the impacts of racial microaggressions on students, institutionalized racism's negative effects on students on color, the effects of cross-racial interaction in the classroom, differing perceptions of campus climate by race, and needs for appropriate scale development. This collection of literature will be examined in order to formulate assumptions related to developing a scale informed by best practices and desired outcomes to measure faculty preparedness to have difficult conversations on race.

Chapter Two: Review of Related Literature

The present literature review begins by exploring differing perception of campus climate by race. The review then focuses on difficult dialogues on race and the effects of cross-racial interaction. The review concludes with exploring the negative impacts of colorblind philosophy and racial microaggressions on students and employees of color, focusing on how these institutionalized forms of racism can have negative cognitive and academic impacts.

Differing Perception of Campus Climates by Race

Rankin and Reason (2005) pointed to the disparity in campus climate experiences between students of color and White students. The investigators used a campus climate assessment instrument to survey students from several campuses and different racial groups. The survey addressed personal campus experiences, perception of the campus climate, and perceptions of institutional actions. Findings showed that significantly more students of color reported harassment on campus than did White students. More students of color characterized the campus climate as racist, hostile, and disrespectful than did White students. In the same vein, White students were more likely to describe their campus climate as nonracist, friendly, and respectful, than were students of color. White students were more likely to evaluate institutional responses to the racial climate as positive than were students of color, and White students characterized the campus racial climate as improving more often than did students of color. While all students believed that focused educational efforts (e.g., required classes on racial minorities, institutional training) would be of benefit, students of color notably showed greater optimism than White students that such educational efforts and interventions would improve the campus climate. Rankin and Reason (2008) again point to research that racial diversification without structured education about racial issues can result in negative consequences, while

intentional multicultural educational experiences improve educational experiences for all students. Their study suggested that more educational trainings for students, faculty, and staff would create an improved perception of campus climate for all students.

Negative Cognitive and Academic Impacts

Salvatore and Shelton (2007) argued that contemporary forms of prejudice that are harder for recipients of said prejudice to categorize challenge the core human need to understand others' motivations and may cause cognitive impairments. In their research, Salvatore and Shelton (2007) explored depletion of cognitive resources in response to ambiguous and blatant cues of racial prejudice and hypothesized that higher level cognitive functioning would be depleted under different circumstances for Black and White participants. Investigators in the study gave participants human resources files that implied nonprejudiced, ambiguously prejudiced, or blatantly prejudiced hiring decisions. Investigators then assessed participants' cognitive functioning using the Stroop color-naming task. As predicted, Black participants and White participants experienced different levels of cognitive depletion. Black participants experienced the highest levels of cognitive depletion when exposed to ambiguous evidence of prejudice, while White participants experienced the highest levels of cognitive depletion when exposed to blatant evidence of prejudice. These results suggest that Black individuals are more vulnerable to cognitive impairment as a result of ambiguous prejudice cues, whereas White individuals may not recognize subtle and ambiguous forms of racial prejudice. Therefore, while blatant prejudice affects cognitive functioning for Blacks and Whites, ambiguous prejudice puts Black individuals at greater risk for cognitive depletion.

These risks for cognitive depletion have apparent implications for academic success and performance. An earlier study by Cabrera, Nora, Terenzini, Pascarella and Hagedorn (1999)

examined the impacts of prejudice and discrimination on college students' outcomes and adjustment to college; namely, how racism and prejudice affected their academic and social experiences, academic and intellectual development, academic performance, goal and institutional commitments, and persistence. Cabrera et al. (1999) based their study on literature illustrating that racism and discrimination on campus are social stressors that can lead to psychological distress that negatively impacts students' adjustment to college. In contrast to stressors that all college students face, racism and discrimination uniquely impact students of color and contribute to feelings of not belonging, which further impacts academic performance. Additionally, a prejudicial climate can prevent students from interacting with majority culture students, faculty, and staff, leading to low campus involvement and further constraining cognitive and affective development. Using measurement models based on the Student Adjustment Model and the Perceptions of Prejudice-Discrimination model, Cabrera et al. (1999) surveyed students of color and White students according to the aforementioned impacts and found that students of color, regardless of academic preparedness upon entry, experienced lower persistence rates than White students, and that White students recognized prejudice and discrimination at similar rates as students of color, but did not experience the same negative social effects as students of color. In response to these findings, Cabrera et al. (1999) recognized that student success, particularly for students of color, is impacted by a complex array of social contributors that have not historically included comprehensive efforts to address negative campus climates. In contrast, most diversity efforts on campuses have been based on the belief that simply increasing the enrollment of students of color would be enough to increase positive interaction between White students and students of color; however, increasing the enrollment of students of color without a developed student support strategy can contribute to increased racial

tensions and alienation. Therefore, the authors stress that building learning communities within the classroom is a vital step in addressing negative campus climates.

Effects of Cross-Racial Communication

Sue, Torino, Capodilupo, Rivera, and Lin (2009) continued this examination of cross-racial communication on college campuses by focusing on White faculty members' reactions to and perceptions of classroom dialogues on race. Using the consensual qualitative research method, which included semi-structured face-to-face interviews, Sue, Torino, et al. (2009) sought to address several components of difficult dialogues on race, including: what characteristics make racial dialogues difficult for White faculty, what emotional reactions faculty experience during such dialogues, how these reactions affect the interactions, and what intervention strategies have proved successful and unsuccessful in facilitating difficult dialogues on race. Results showed that during difficult conversations on race, both professors and students were often overcome with intense emotions, particularly anxiety, that prevented a successful cross-racial learning experience. The most salient barriers to effective teaching competence included fears of revealing personal biases, losing control of the classroom, an inability to understand the causes or dynamics of difficult dialogues, and a lack of appropriate knowledge and skills to intervene. Though difficult dialogues about race can have negative consequences in the classroom, this study also suggested several strategies White faculty could employ to facilitate successful racial dialogues: acknowledging emotions and feelings, self-disclosing personal challenges and fears, actively engaging the classroom exchanges, and creating a safe space for racial dialogues.

Sue, Lin, Torino, Capodilupo, and Rivera (2009) expanded the prior research to focus on the role of microaggressions in triggering difficult dialogues on race. The investigators

conducted focus groups to obtain in-depth information about people of color's experiences of difficult dialogues on race in the classroom. The sample was comprised of 14 students who identified as people of color; 3 were men, 11 were women. Results broke down into 3 domains of experience: racial microaggressions as precipitators of difficult dialogues, reactions to difficult dialogues, and instructor strategies for facilitating difficult dialogues. Findings suggested that people of color can more readily identify the causes and dynamics of difficult dialogues on race than their White counterparts, and that dialogues on race, from the perspective of students of color, were often linked to racial microaggressions in the classroom (Sue, Lin, et al. 2009). The focus groups also pointed to the cognitive, behavioral, and emotional processes that students experienced if they challenged a microaggressive incident. Participants largely felt they were in a double bind: if they chose to challenge the microaggressive incident it would either result in a difficult dialogue on race that made the classroom uncomfortable, or they would be faced with the guilt of compromising their integrity by not speaking up. Sue, Lin, et al. (2009) concluded that the characteristics and actions of instructors and their willingness and ability to recognize racial microaggressions could have significant positive impact on difficult dialogues on race in the classroom.

Sue, Rivera, Capodilupo, Lin, and Torino (2010) then examined 14 White graduate counseling psychology trainees' perceptions, interpretations, and reactions in regard to difficult dialogues on race in order to develop recommendations for educators to work more effectively with such conversations. The investigators used the identical procedure from the previous parallel study (Sue, Lin, et al. 2009) of using focus groups to gather responses. Analysis of the focus group responses identified three major domains: global perspectives associated with race and racial dialogues, specific reactions to racial disclosures, and classroom strategies or

conditions that proved helpful and unhelpful in facilitating difficult dialogues on race. In contrast to the participants of color in the previous study (Sue, Lin, et al. 2009), White trainees in the present study had difficulty understanding how and why difficult dialogues on race occur. Findings also showed that participants' preexisting assumptions seemed to serve as barriers to open and honest discussions of race, and that the participants' fears of being misunderstood and seen as racist contributed to a desire to avoid the topic of race altogether. This avoidance behavior strikes at the heart of self-efficacy's impact on successfully facilitating difficult dialogues on race: if faculty felt less fear about mishandling such conversations, they would be more willing to engage in them. Sue et al. (2010) concluded that as educators play a key role in the outcome of difficult dialogues on race, it should be a top priority to train educators, helping professionals, and those in supervisory positions in acquiring methods and skills to facilitate difficult dialogues on race.

Next, cross-racial interactions on college campuses were explored focusing on student experiences. Chang, Astin, and Kim (2004) used a longitudinal data set of college students to asses the educational impacts of cross-racial interaction and to propose best practices for campuses to structure opportunities for cross-racial interaction. Findings showed that cross-racial interactions in college can positively affect intellectual ability, civic engagement, social skills, and cognitive development, and that most diversity experiences are positively associated with most student outcomes. However, the investigators found that the strongest predictor of the frequency of cross-racial interaction is being White, which showed a negative correlation of -.33. Looked at probabilistically, this may not indicate that Whites are less likely to interact outside of their own racial group, but rather, since White students comprise the majority on most college campuses, they have fewer opportunities for cross-racial interaction based on the racial

breakdown of students enrolled. Therefore, numerically, the diversity of the student body would be expected to positively affect the likelihood that students will experience cross-racial interactions. However, it is important to note that Chang et al. (2004) found that while increased diversity on a campus will lead to more cross-racial interaction for White students, the same is not true for students of color. That is, higher levels of diversity do not necessarily increase cross-racial interaction for all students—the distinction is that students of color are *uniformly* more likely to engage in cross-racial interactions than White students due to population statistics, while White student's cross-racial interactions will increase according to greater diversity in student enrollment.

Cross-racial friendships were then examined in Mendoza-Denton and Page-Gould's (2008) quantitative studies focused on the impact of race-based rejection sensitivity (RS-race) on feelings of belonging and satisfaction on college campuses. As discussed above in Chang et al. (2004), numerical diversity is not necessarily the key to improving racial climates on-campus, but moving toward relational or interactional diversity may be. Mendoza-Denton and Page-Gould (2008) took this assumption, along with research suggesting that relational diversity can be achieved through cross-racial interpersonal relationships, and ran two studies that explored the impact of cross-group friendships on diversifying educational settings. The first was a longitudinal study of African American students' experiences in friendships with majority-group students at a university where African Americans comprised less than 10% of the student population. The investigators specifically queried whether friendships with majority-group students led to feelings of belonging for African American students 1 to 2 years later. The studies also looked at whether African American students experienced a change in feelings of satisfaction with the university. The second study was an experimental intervention that

randomly assigned Latino and White students at a historically White university to either a cross-group friendship or a same-group friendship. Results showed empirical support from Study 1 and causal support from Study 2 that cross-group friendships would increase feelings of belonging and satisfaction among minority students who scored high on RS-race in initial pre-tests. Mendoza-Denton and Page-Gould (2008) did not find and did not expect to find effects for White students, but found that cross-group friendships showed positive effects on minority students' institutional attitudes in historically White universities.

Colorblindness and Racial Microaggressions

Purdie-Vaughns, Steele, Davies, Ditlmann, and Crosby (2008) explored the power that environmental settings themselves have to signal the level of threat or safety for people of color. In situations where power dynamics are already at play, such as workplace or educational settings where an authority figure is in charge of evaluating a person's performance, people who are already at risk of being devalued as a result of their group membership are often aware of cues that signal what Purdie-Vaughns et al. (2008) refer to as *social identity contingencies*—"judgments, stereotypes, opportunities, restrictions, and treatments that are tied to one's social identity in a given setting" (Purdie-Vaughns et al., 2008, p. 615). In their 2008 study, Purdie-Vaughns et al. (2008) ran three experiments in which African Americans who were attuned to social identity contingencies were presented with minority representation and diversity philosophy cues in a workplace.

Prior research by Purdie-Vaughns (2004) that used identical procedures to the 2008 study established that minority representation and diversity philosophy had no effect on the trust and comfort of Whites toward a company setting. In contrast, African American participants in the study who were presented with cues indicating a colorblind philosophy (that is, a philosophy that

ignores the value and impact of race) in the workplace distrusted the setting and perceived threatening identity contingencies in the company. A colorblind philosophy has different implications for Whites than for people of color. For Whites, a colorblind philosophy can legitimize racism, maintaining racial privileges for their social group (Neville, Coleman, Falconer, & Holmes, 2005, p. 30). In examining these institutional, rather than interpersonal, cues, the investigators found that indicators of colorblind philosophy lowered levels of trust and comfort for African American professionals and that these cues also affected their anticipation of trust and comfort. The results showed that African Americans' trust levels did indeed increase according to increased perceptions of fairness, while White professionals were unaffected.

As with a colorblind philosophy, racial microaggressions create detrimental environments for students and employees of color. Racial microaggressions are defined as subtle, brief, commonplace exchanges that somehow, whether intentional or unintentional, communicate negative or demeaning messages to people of color (Constantine & Sue, 2007; Constantine, 2007). In a study focused on working alliances and multicultural competencies in cross-racial counseling relationships, Constantine (2007) found negative associations between clients' perceived racial microaggressions and satisfaction with counseling, the therapeutic working alliance, and client's perceptions of the counselor's competence. Similarly, Constantine and Sue (2007) found evidence that counseling trainees of color experienced detrimental invalidations and stereotypic assumptions in their relationships with White supervisors. Both studies stressed the negative impacts of a colorblind philosophy, racial microaggressions, and lack of multicultural competence on cross-racial relationships with uneven power dynamics. As applied to a higher education setting, the negative impacts of colorblindness and racial microagressions

on people of color as shown in these studies highlights the invalidation students of color feel as a result of unsuccessful difficult dialogues on race in the classroom:

> [M]any students of color find the classroom situation oppressive and intolerable, reflecting the power and privilege of White students and professors to control the dialogue. While White students can avoid issues of race by leaving the situation or avoiding it, students of color have no such privilege. They must deal with race on a day-to-day basis; escape and leaving the situation are not options open to them. (Sue 2010, p. 234)

Summary

The above review illustrates several examples of what can create detrimental college experiences for students of color and presents several suggestions for improving campus climates. It can be concluded from the aforementioned literature that colorblind philosophy at the institutional level and microaggressive incidents at the interpersonal level can cause cognitive distress and can negatively impact academic performance for students of color. However, the literature also showed that campus climates could be positively affected by structured conversations and trainings about the impacts and importance of race. If structured conversations can increase awareness and understanding of racial issues, then they can potentially be used as a tool for improving cross-racial interactions on college campuses. In order to implement professional development programs to support faculty in facilitating classroom dialogues on race, a measure of faculty members' self-perceived skills and competence must be established. Therefore, the proposed scale will provide a much-needed tool to assess the current success of such conversations at the University of Wisconsin-Platteville campus and to evaluate the outcomes of training interventions.

Scale Development

Several scales have been developed to assess training and supervision needs, counseling performance, and multicultural teaching competencies. Such scales include the Counselor Behavior Evaluation–Self-Efficacy Scale (Munson, Stadulis, & Munson, 1986), the Counselor Self Efficacy Scale (Johnson et al., 1989), the Counseling Self-Estimate Inventory (Larson et al., 1992), the Counselor Self-Efficacy Scale (Melchert, Hays, Wiljanen, & Kolocek, 1996), and the Multicultural Teaching Competencies Inventory (Prieto, 2012). Additionally, self-efficacy has been used to specifically measure multicultural counseling competence, as seen in the Multicultural Counseling Self-Efficacy Scale-Racial Diversity Form (Sheu & Lent, 2007). However, most of these measures were developed for specific studies and were not psychometrically evaluated in a broader population.

The common link among these scales is the focus on self-efficacy as a defining variable. Self-efficacy theory has been widely used in psychology and counseling as a basis of development for measurement tools. Albert Bandura's social cognitive theory provides a strong theoretical framework from which to develop the proposed *Classroom Dialogue Self-Efficacy Scale* because it lends itself to both focusing in on individual factors and behaviors as well as on cultural competence. As a method of psychological change, self-efficacy theory proposes that change in a person's approach versus avoidance behavior, their quality of performance in a target domain, and their persistence through adversity and other obstacles can be affected through vicarious learning or modeling, successful completion of target behaviors, verbal encouragement and support, and reduced anxiety and fear (Bandura, 1997). Essentially, developing efficacy expectations will lead to outcome expectations; that is, with increased efficacy comes increased confidence to perform a task. Using the aforementioned self-efficacy measures along with

Albert Bandura's behavioral aspects of his social cognitive theory will provide the most appropriate framework for creating a valid scale to assess faculty self-efficacy in facilitated difficult discussion about race in the college classroom.

Therefore, despite the limited scope of some of the aforementioned scales, their development in their respective contexts overwhelmingly indicates both that there is a need to evaluate multicultural self-efficacy and that developing a scale to do so is achievable. However, certain considerations need to be made. Early multicultural counseling competence literature by Sue (1982, as cited in Sheu & Lent, 2007) presented the model of measuring multicultural competence through three domains: 1) awareness of one's assumptions, values, and biases; 2) awareness of the client's (or as applied to higher education, the student's) worldview; and 3) culturally appropriate interventions. These competencies were further assessed in light of attitudes and beliefs, knowledge, and skills. As applied to difficult dialogues on race in higher education, Sue's recommendations along with Bandura's self-efficacy cognitive theory provide the framework to measure both constructs of self-perceived ability and the skills necessary to facilitate such conversations.

Sheu and Lent's (2007) development of the Multicultural Counseling Self-Efficacy Scale—Racial Diversity Form demonstrated that the skills dimension can and should be measured as thoroughly as the self-reported knowledge and awareness dimensions. Sheu and Lent contextualized items in light of both skills and perceived ability, and distinguished general counseling competency from culturally-specific ability. Their initial findings showed adequate internal consistency (subscale Cronbach's alpha scores ranged from .92-.98; total score yielded α= .98) and test-retest reliability (subscale scores ranged from .69-.88; total score r=.77), and

strong theory-consistent validity in areas including counseling self-efficacy, multicultural counseling competency, and educational and training variables.

Prieto (2012) also based his initial factor analysis and cross-validation of the Multicultural Teaching Competencies Inventory on Sue's three-fold model of cultural competencies. In order to assess faculty members' teaching competence in increasingly culturally diverse student populations, Prieto adapted Sue's clinical counseling foci for higher education through a distilled translation of core cultural competency meaning to teaching pedagogy. As a result, Prieto used a two factor model to measure multicultural teaching competence: Acquired Cultural Knowledge and Sensitivity to Student Culture. Though further psychometric evaluation is necessary, the initial adequate validity suggests the success of applying multicultural counseling competence theory to higher education settings.

Each of these scales offers direction from which to design a scale assessing faculty member's self-efficacy facilitating difficult classroom dialogues on race. Self-efficacy has been demonstrated as a viable construct to assess with the caution that assessing skills and perceived aptitudes are distinct and, therefore, scale items should be constructed with that distinction in mind. As a result, is it important to create scale items using simple, clear questions and non-biased language. It is also crucial to create a legible scale with a common structure. For example, a seven-point Likert scale, which has been proven to be more reliable than scales with more or fewer options (DeVillis, 2003), will allow respondents to answer questions that clearly reflect the scale's purpose.

Initial item development of the scale will begin with a clear operationalization of the definitions of self-efficacy and difficult classroom dialogues on race. The items developed to assess the faculty member's self-efficacy must target both the faculty member's perceived skills

and perceived competence; therefore, items must be developed that assess these constructs separately. Only one construct should be assessed in each item, and items should not refer to other items in the scale, as this can reduce validity. Fifty to seventy-five items will be developed, with a final pool of items of around 25 for each of the final subscales. This subject-to-item ratio is informed by best practices considering minimum sample size when using factor analysis to assess results. Considering the number of participants the scale will be sent out to and that respondents may not be likely or willing to spend much time responding to the scale, it is advisable to create a smaller item list for the smaller sample size. The minimum sample size in factor analysis should be 5 times more subjects than the number of variables. With an anticipated receipt rate of 1,111 institutional staff, receiving 222 responses is likely and would support the validity of using exploratory factor analysis to assess the responses.

Chapter Three: Conclusions and Recommendations

In summary, this seminar paper reviewed increasing trends on college campuses of incidents of racial tension, race-based harassment, and minority students' frustration with a perceived lack of action or buy-in from faculty and administration to address racial divides. This review has also showed that there is a disconnect in how students of color and majority culture students view campus climates. Further, this disconnect leads to negative academic and cognitive impact on students of color, which can decrease retention and achievement rates for students of color.

The existing literature on the topic suggests that successfully facilitating dialogues on race in the classroom and encouraging cross-racial interaction can begin to create more educational and productive environments in which to explore racial tension, microaggressions, and harassment. Facilitating such discussions can be risky, and if not done thoughtfully, can create more damage than benefits. Therefore, it is important to provide training and assessment for faculty members who facilitate difficult dialogues on race in the classroom.

Based on these conclusions, it is recommended that developing the *Classroom Racial Dialogue Self-Efficacy Scale* will allow researchers to identify a baseline of the current self-perceived competence of University of Wisconsin-Platteville faculty to facilitate dialogues on race. From the pre-test, researchers can create a training from the item responses. Then, a final post-test will show if the intervention increased faculty self-efficacy. The results may have tremendous impact on teaching and learning in the University of Wisconsin-Platteville community, and may be generalizable to other campus communities.

References

Bandura, A. (1997). *Self- efficacy: The exercise of control*. New York: W. H. Freeman and Company.

Cabrera, A. F., Nora, A., Terezini, P.T., Pascarella, E., & Hagedorn, L.S. (1999). Campus Racial Climate and the Adjustment of Students to College. *Journal of Higher Education*, 70(2), 134-160.

Chang, M. J., Astin, A. W., & Kim, D. (2004). Cross-Racial Interaction among Undergraduates: Some Consequences, Causes, and Patterns. *Research in Higher Education*, 45(5), 529-553. Retrieved from EBSCO*host*.

Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology*, 54(1), 1-16. doi:10.1037/0022-0167.54.1.1

Constantine, M. G., & Sue, D. (2007). Perceptions of racial microaggressions among black supervisees in cross-racial dyads. *Journal of Counseling Psychology*, 54(2), 142-153. doi:10.1037/0022-0167.54.2.142

DeVellis, R. F. (2005). *Scale development, theory and applications*. Sage Publications, Inc.

Harper, S. R., & Hurtado, S. (2007). Nine Themes in Campus Racial Climates and Implications for Institutional Transformation. *New Directions for Student Services*, (120), 7-24.

Johnson, E., Baker, S. B., Kopala, M., Kiselica, M. S., & Thompson, E. C. (1989). Counseling self-efficacy and counseling competence in prepracticum training. *Counselor Education and Supervision, 28*, 205-218.

Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A. & Toulouse, A

(1992). Development and validation of the Counseling Self-Estimate Inventory. *Journal of Counseling Psychology, 39*, 105-120.

Melchert, T. P., Hays, V. L., Wiljanen, L. M., Kolocek, A. K. (1996). Testing models of counselor development with a measure of counseling self- efficacy. *Journal of Counseling & Development*, 74, 640-644.

Mendoza-Denton, R., & Page-Gould, E. (2008). Can cross-group friendships influence minority students' well-being at historically white universities? *Psychological Science,* 19 (9), 933-939.

Munson, W. W., Stadulis, R. E., & Munson, D. G. (1986). Training potential therapeutic recreators for self-efficacy and competence in interpersonal skills. *Therapeutic Recreation Journal,* 20(4), 85-93.

Neville, H. A., Coleman, M., Falconer, J., & Holmes, D. (2005). Color-Blind Racial Ideology and Psychological False Consciousness Among African Americans. *Journal of Black Psychology,* 31(1), 27-45. doi:10.1177/0095798404268287

Prieto, L.R. (2012). Initial Factor Analysis and Cross-Validation of the Multicultural Teaching Competencies Inventory. *Journal of Diversity in Higher Education*. 5(1), 50-62. doi: 10.1037/a0026199

Purdie-Vaughns, V. (2004). Identity contingency threat: The impact of circumstantial cues on African-Americans' trust in diverse settings. *Dissertation Abstracts International*, 65, Retrieved from EBSCO*host*.

Purdie-Vaughns, V., Steele, C. M., Davies, P. G., Ditlmann, R., & Crosby, J. (2008). Social

identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94(4), 615-630. doi:10.1037/0022-3514.94.4.615

Rankin, S. R., & Reason, R. D. (2005). Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups. *Journal of College Student Development*, 46(1), 43-61. doi:10.1353/csd.2005.0008

Salvatore, J., & Shelton, J. (2007). Cognitive costs of exposure to racial prejudice. *Psychological Science*, 18(9), 810-815. doi:10.1111/j.1467-9280.2007.01984.x

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons Inc.

Sue, D.W., Capodilupo, C.M., Nadal, K., and Torino, G.C. (2008). Racial Microaggressions and the Power to Define Reality. *American Psychologist*, 63(4), May-Jun 2008, 277-279. doi: 10.1037/0003-066X.63.4.277

Sue, D.W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183-190. doi:10.1037/a0014191

Sue, D.W., Rivera, D. P., Capodilupo, C. M., Lin, A. I., & Torino, G. C. (2010). Racial dialogues and White trainee fears: Implications for education and training. *Cultural Diversity and Ethnic Minority Psychology*, 16(2), 206-214. doi:10.1037/a0016112

Sue, D.W., Torino, G. C., Capodilupo, C. M., Rivera, D. P., & Lin, A. I. (2009). How White faculty perceive and react to difficult dialogues on race: Implications for education and training. *The Counseling Psychologist*, 37(8), 1090-1115. doi:10.1177/0011000009340443

Sheu, H., & Lent, R. (2007). Development and initial validation of the Multicultural Counseling Self-Efficacy Scale - Racial Diversity Form. *Psychotherapy: Theory, Research, Practice, Training*; Vol 44, No. 1, 30-45.