

Table 2. Quotes from Faculty Member Participants for Each Theme

Themes	Quotes
Programmatic barriers	<i>"I think we need some structural things in place to make and say ... 'hey, you need to do this. You're going to have this amount of time and support to do it now, and you better do it ... We will support you' ... as opposed to these inequities, some people making it and bending over backwards to do it, and maybe at cost to themselves when others are not."</i> <i>"To be honest, the reason there's only one [info session about our program] is because it's the only time I have, and so it's very, very busy. In fact, we've tried at one point to do 2 [info sessions] a year, but like our schedule is just don't sort of permit that. When I say that schedules, it's my schedule, right? It's just trying to fit it in."</i> <i>"this has been a big bone of contention in our program. We had lots of discussions about it. We've talked about adding into our evaluation some category recognizing that folks are people of color or have experiences working with people ... of color. How to have more ... social justice? ... How do we encourage more diversity in our program? And we've never really been able to come to a consensus on it. So, we've just done nothing"</i> <i>"I think there's probably individual variability with how much folks are putting in, but in general I've seen a lot of energy around this in the department and a lot of people comparing notes and really seeking each other out, trying to do a better job figuring out what's working well, [what] it's not working well."</i> <i>"I think the biggest thing we need to strengthen is the pipeline of minority people coming in. If that's a priority for you, we need to invest in giving them research experiences, giving them mentorship, going to the high schools, getting volunteer experiences."</i> <i>"we may not even be getting undergraduate psychology students or students in high school apply for psychology. So, then they are limited going into a graduate application because they're not aware of these programs. I think at many levels there is lots of outreach and advocacy that can be done to encourage students to come into these programs."</i>

Faculty's perceptions of intersectional barriers for minorities	<i>"I think their [minorities'] fear of stigma, probably legitimate stigma and stereotypes and potentially feeling that even from people who are not trying to be exclusionary or discriminating but unintentionally still doing it."</i> <i>"one is that you have to know that something you have to do, which ... some unwritten rule[s] ... People who don't have parents [who] went to graduate school don't have as much access to that information. And two, you have to [be able to] afford to volunteer in a lab instead of going home to your family or serving tables or something to make ends meet. So, I think of that as a barrier. I think of the ability to make those connections with professors, different cultural norms around talking to professors -- like the number of cold call emails I get saying like: Hey, I'd like to volunteer in your lab! ... Only certain students are comfortable with the social behaviors around that. So, I think that I see that as a barrier."</i> <i>"Your achievement in undergrad, right? If there's barriers at home, like if you're paying for education ... it's harder ... especially at the beginning to do as well as you'd like, because you are working jobs. In addition, you don't have a parent that's giving you money. So that could be a barrier to anyone, but it can be a barrier for a family of color, for sure, if they're from lower SES. So, obviously ethnicity isn't the barrier, it's the factors that are associated with it, potentially... If you have to work a bunch of jobs, you might have less ability to volunteer in a lab. That takes time."</i> <i>"I think one of the biggest ones that I see is financial barriers. If they don't have parents that can help them with their schooling and education, doing another two years of the master's or three years of the master's program, and having to pay for that [is a barrier] ... I've had people of color wanting to ... volunteer in my lab to get more experiences. And yes, come on in. I might not be able to pay you, but if you want some experience, you can come in. And ... sometimes they have those intentions and then they're like, 'you know what? I need to ... work, I need to be able to support myself.' So, they kind of drop off a bit, right? And maybe don't end up applying to do a master's with me because they're like, 'I've gotta get my life going.'"</i> <i>"If folks don't have access to people within their own family networks, friendship networks, if they're first gen., how are</i>
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they going to get those kinds of supports? 'How do I succeed? How do I best position myself?' I mean, I know that informally, all of us, all faculty, we talk to our students about applications to grad school, and I don't know if there's a systematized process for minoritized folks ... visible minority folks who may not economically be able to essentially do work for free and get that experience. So, that can sometimes be a disadvantage when there's that intersection with socioeconomic status."

"I think among people of color it's well known that volunteering time, for example, might be challenging, right? There tends to be a lot more full time and/or almost close to full-time 'part-time' work that takes people away from being able to volunteer in labs."

"Research is a big emphasis of our program."

"If we think about who's going to have the criteria that we're looking for at a graduate level, it has a lot to do with who got exposure in undergrad to these experiences and when they got those experiences."

"[I]f you're a student in your undergrad and you're having to work to help support yourself, you're not doing 200 hours of lab volunteer work. So then then when you come to your application, your application doesn't look as good because you haven't done like 1000 hours in three different labs in your undergrad and you haven't volunteered teaching soccer or all the other volunteer things that kids can do if they're not working. So, these students of color maybe they come from a lower socioeconomic background. All of a sudden, their application doesn't look as strong. Maybe they're not ranked as high, right? And then they're not getting scholarships because their grades in undergrad are not As. So, they're not getting the scholarships coming into the program. It just becomes this whole cycle for students."

"They want to be counselors; they want to help people. And those are all incredible goals. The thing is, though, a PhD in clinical psychology is very research heavy. You spend a lot of your time not doing clinical work. You spend a lot of your time doing research work."

"We've definitely had experiences where applicants for whom this program wasn't designed don't do as well, and

	<i>that makes sense. It wasn't designed around their lives and their needs, and such."</i> <i>"In certain cultural groups... the students are going to be conditioned to go through certain professional pathways.... I'm sure there's some parents, for example, who are Asian parents who like, "get away from counseling, it's not your thing". But I think they're a lot more that are potentially open to it, but they just got exposed to different things and they learn different things"</i>
Initiatives to diversify the profession	<i>"it was sort of guiding and knowing when the right time was to say, apply now cause that's not going to be a barrier anymore."</i> <i>"my office hours can be used for just, like, life questions and ... career development, so it can be about the course, but it can also be about other things."</i> <i>"I think the concrete things that I've really noticed in the clinical area that we're trying to do to support undergraduate students is that there has been an effort by a number of faculty in recent years to overhaul our syllabi and update them to be more inclusive of authors and research articles from diverse perspectives and people of color."</i> <i>"we are trying to provide more financial support for students to come here to do an interview"</i> <i>"we are encouraged to take into consideration students of different backgrounds and to not just look at their grades, but also look at their entire package."</i> <i>So instead of just looking at traditional metrics of critical thinking, can you look across an applicant's experiences and the work that they've done to evaluate that, as opposed to just looking at like GRE scores? ... there's some guidelines in the rubric to talk about what to look at first. So, looking at CV's first, personal statements, and other metrics at the end of the game."</i> <i>"I think we would just recruit students no matter if they're a person of color or not. We would recruit them the same way. We successfully recruit students of color, but I don't know if we're purposely making an effort to go, 'oh, you are a person of color -- you should come to our program.'"</i>

	<i>“we do have a specific mentorship program for students from underrepresented backgrounds, where our graduate students provide mentorship”</i> <i>“In general, I would say we host an open house sometime in November. But it isn't directed to people of color. Here is an open house: come and hear from our program. The student body, the student representation, the student union, especially for the program posts an info session. I don't know how consistently they do this, but again not directed towards a person of color, but it's in general. These are some things that people host.”</i> <i>“Our faculty members belong in different diversity groups, as well. I think that also is something that can enhance students—seeing representation of other cultural backgrounds in their faculty members. I think this can also be something that's helpful to encourage students.”</i> <i>“We ...have faculty members, and one in particular, that really focuses on culture, so that particular person often has people that are interested in culture and I would say, not always, but a good chunk of those individuals do come from diverse backgrounds because they're interested. [It's] an inherent interest in cultural diversity.”</i> <i>“We had a larger cohort this last year. We have funding from the government and so our program is expanding.”</i>
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